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ABSTRACT

These appendixes are to the final report of an action research Project conducted to determine the teacher competencies needed in order to develop valid and effective occupational learning experiences for educable mentally retarded (EMR) students based on available diagnostic test data and information. Included are (1) participant vitas and descriptions of the participating schools from which they came, (2) participant information form, (3) vocational teachers competency project reservation form, (4) advisory committee agendas and minutes, (5) project staff vitas, (6) workshop I materials, (7) visitation guides, (8) workshop II materials, (9) interim workshop II and III materials, (10) workshop III materials, (11) reading competencies by grade levels, (12) math competencies by grade level, (13) communiques and agenda for dissemination conference, (14) outline for Madison inservice course, and (15) computer programs. (The body of the report, bound separately, describes methods, procedures, and results and contains the lists of teacher competencies developed and the suggested agenda for a 2-week teacher training workshop to develop the competencies.) (JT)

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FINAL REPORT

Project No. V0139VZ

Grant No. OEG-0-74-1755

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CENTER FOR VOCATIONAL, TECHNICAL AND ADULT EDUCATION
University of Wisconsin-Stout
Menomonie, Wisconsin

January, 1976

AN INVESTIGATION OF THE TEACHER COMPETENCIES NEEDED TO UTILIZE DIAGNOSTIC TEST DATA IN PRESCRIBING OCCUPATIONAL LEARNING EXPERIENCES IN TEACHING EMRS
PART II - APPENDICES

CE 010 415

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Appendix A

Participants' Vitas and School Descriptions

Participant Experience and Education Summary

Ms. Ellen Baynes
Home Economics Teacher
West High School
375 North Eagle Street
Oshkosh, WI 54901

1. Educational Preparation:

School	Major	Year(s)	Degree
A. UW Stevens Point			
B. UW Madison	Extension Coop		
C. UW Stout	Extension Coop		
D. Indiana State	Adolescent Psychology Extension		
E. UW Stout	Home Economics		B.S.

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 1

Grade(s)	Content or Service
10-12	Home Economics

4. EMR related workshop experiences:

   A one week workshop dealing with EMR's their reading abilities and resource materials

5. EMR related project experiences:

Participant Experience and Education Summary

Mr. Wallace Chisholm
VTAE District 1
620 West Clairemont Avenue
Eau Claire, WI 54701

1. Educational Preparation:

School	Major	Year(s)	Degree
A. UW-Stout			
B. South West Missouri State Teachers College			
C.			
D.			
E.			

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 1

Grade(s)	Content or Service
Post High School	Food Service

4. EMR related workshop experiences:

5. EMR related project experiences:

Participant Experience and Education Summary

Mr. Thomas Frisbie
Guidance Counselor
North High School
122 Mappa Street
Eau Claire, WI 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	U.W. Stout	Guidance	1968-1970	M.S.
B.	U.W. Eau Claire	U.S. History	1961 - 1962	M.S.
C.	U.W. Madison	U.S. History	1958 - 1961	----
D.	U.W. Superior	Social Studies	1954 - 1958	B.S.
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 6

Grade(s)	Content or Service
10 - 12	Guidance/Counseling

4. EMR related workshop experiences:

None

5. EMR related project experiences:

Served as editorial consultant for a special education curriculum guidance K - 12 which emphasized career education concepts.

Participant Experience and Education Summary

Mr. Bernie Kane
Industrial Education Teacher
East High School
2222 East Washington
Madison, WI 53704

1. Educational Preparation:

School	Major	Year(s)	Degree
A. UW Platteville	Extension	1973	
B. UW Whitewater	Extension	1973	
C. UW Madison	Adult and Vocational Education	1969	
D. UW Madison		1961	
E. UW Stout	Industrial Education	1956-1961	B.S.

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 3

3. Number of years work experience with EMR students 2

Grade(s)	Content or Service
10-12	Industrial Education - woodworking
9-12	Industrial Education - drafting, metals, woods

4. EMR related workshop experiences:

Inservice program identifying the needs of special education students.

5. EMR related project experiences:

Helped to develop a curriculum for special education students in vocational education classes in cooperation with other special services staff.

Participant Experience and Education Summary

Ms. Carol Kay
Gateway VTAE District (Racine Campu)
1001 South Main Street
Racine, WI 53403

1. Educational Preparation:

School	Major	Year(s)	Degree
A. Purdue University	Reading/Education		M.S.
B. Roger Williams College	English/Education		B.A.
C. Ithaca College	English		
D.			
E.			

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 0

Grade(s)	Content or Service

4. EMR related workshop experiences:

5. EMR related project experiences:

Participant Experience and Education Summary

Ms. Edith Koch
Media Specialist
Racine Unified No. 1
EMR Teacher Supervision
Racine, WI 53404

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW-Milwaukee	Administration of	1972	MA
B.		Exceptional Education		
C.	UW-Milwaukee	Exceptional Education	1970	BA
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 5

Grade(s)	Content or Service
7	EMR Jr. High teacher
7 - 12	EMR, TMR, LD, SLD media teacher
9, 12	Student teacher supervisor

4. EMR related workshop experiences:

   Rewriting WIS for the EMR

5. EMR related project experiences:

Participant Experience and Education Summary

Mr. Ken Kotes
Horlick High School
2119 Rapids Drive
Racine, Wisconsin 53404

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Milwaukee	Special Education	1972	M.S.
B.	UW Stevens Point	Conservation/Biology	1958	B.S.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 18
   B. Graduate 38

3. Number of years work experience with EMR students 16

Grade(s)	Content or Service
7-9	Individualized academics and Introductory Work Experience
10-12	Individualized academics, work experience, work evaluation, placement, and on-the- job-training

4. EMR related workshop experiences:

   Project COPE

5. EMR related project experiences:

Participant Experience and Education Summary

Ms, Audrey Lehman
Home Economics Teacher
East High School
2222 East Washington
Madison, WI 53704

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Madison	(working on M.S.)		
B.	UW Stout			
C.	UW Madison	Home Economics	1970-1972	B.S.
D.	UW Madison Extension		1968-1970	
E.	UW Stout		1954-1956	

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 1

Grade(s)	Content or Service
10-12	Home Economics

4. EMR related workshop experiences:

Participated in Project Focus - June 1974.

5. EMR related project experiences:

Participated in Project Focus - June 1974.

Participant Experience and Education Summary

Mr. Bill Mc Carthy
Guidance Counselor
West High School
375 North EAgle Street
Oshkosh, Wisconsin 54901

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Oshkosh		1970, 1967	
B.	UW Milwaukee	Social Work	1959-1961	M.S.W.
C.	UW LaCrosse	English/Economics	1951-1953 1956-1958	B.S.
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 12

3. Number of years work experience with EMR students 8

Grade(s)	Content or Service
K-12	Social Worker providing services to EMR students, their parents, and school staff

4. EMR related workshop experiences:

5. EMR related project experiences:

   Presently working on a self-awareness/socialization improvement project/or EMR's at West High School

Participant Experience and Education Summary

Mr. Mick McMahn
Special Educator
Oshkosh High School
375 North Eagle Street
Oshkosh, WI 54901

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.		Special Education		MS
B.				BS
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 30

3. Number of years work experience with EMR students 13

Grade(s)	Content or Service
9 - 12	Work-study programs for EMR's Pre-vocational classes Job placement supervision

4. EMR related workshop experiences:
   Work-study programs for the secondary EMR

5. EMR related project experiences:

Participant Experience and Education Summary

Mr. Emmett O'Brien
Vocational, Technical, and Adult
Education, District 1
620 West Clariemont Avenue
Eau Claire, Wisconsin 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Stout	Guidance and Counseling	1970	M.S.
B.	UW Eau Claire	Psychology	1968	B.A.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 6
   B. Graduate 30

3. Number of years work experience with EMR students 7

Grade(s)	Content or Service
Adult	Provide occupational training and placement to all disability groups including EMR's

4. EMR related workshop experiences:

   Concerning occupational training and placement

5. EMR related project experiences:

   Presently involved in the occupational training of EMR's at the post High School level at District 1

Participant Experience and Education Summary

Mr. Terry O'Connell
Media Specialist
North High School
122 Mappa Street
Eau Claire, WI 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW-Stout	Audio/Visual	1971	MS
B.	UW-Milwaukee	English	1969-70	MA
C.	UW-Eau Claire	English	1961-65	BA
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 0

Grade(s)	Content or Service

4. EMR related workshop experiences:

5. EMR related project experiences:

Participant Experience and Education Summary

Ms. Kathlyn Olsen
Vocational, Technical, and Adult
Education District 1
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Stout	Guidance and Counseling	1973	M.S.
B.	UW Eau Claire	Special Education	1971	B.S.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 18
   B. Graduate 0

3. Number of years work experience with EMR students 2 1/2

Grade(s)	Content or Service
6-8	All academic areas Vocational preparation Work experience coordinator

4. List related workshop experiences:

   A one week workshop dealing with senior high school work experience programs

5. EMR related project experiences:

   Presently involved in the occupational training of EMR's at the post high school level at District 1

Participant Experience and Education Summary

Mr. Robert Rau
Special Education Work Study Coordinator
North High School
122 Mappa Street
Eau Claire, WI 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	U.W. Eau Claire			8 credits
B.	U.W. Eau Claire	Special Education	1973	M.S.T.
C.	U.W. Eau Claire	Special Education	1961 - 1965	B.S.
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 9

Grade(s)	Content or Service
Junior High School	Special Education - team teaching
Senior High School	Special Education - work study /teacher counselor

4. EMR related workshop experiences:

   None

5. EMR related project experiences:

   Helped develop the special education services at District I Vocational, Technical, and Adult Education District

Participant Experience and Education Summary

Ms. Sue Richter
East High School
2222 East Washington
Madison, WI 53704

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	University of Oregon	Special Education	1969-1970	M.S.
B.	Illinois State University	Spec.Ed./Elementary	1960-1964	B.S.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 58
   B. Graduate 20

3. Number of years work experience with EMR students 10

Grade(s)	Content or Service
High Schools and Post High School	Work study and academic

4. EMR related workshop experiences:

   Many curriculum projects
   Vocational Education/Special Education Task Force

5. EMR related project experiences:

   Many curriculum projects
   Vocational Education/Special Education Task Force

Participant Experience and Education Summary

Mr. Michael Stacy
Vocational, Technical, and Adult
Education District 1
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Madison	Secondary Admin. Guidance	1961-1963	M.S.
B.	Carroll College	History	1957-1961	B.S.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 1 1/2

Grade(s)	Content or Service
9-12	High school principal

4. EMR related workshop experiences:

5. EMR related project experiences:

Presently in charge of the occupational training of EMR's at the post high school level at District 1

Participant Experience and Education Summary

Mr. Dennis Tesolowski
Horlick High School
2119 Rapids Drive
Racine, Wisconsin 54309

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Stout	Vocational Rehabilitation		M.S.
B.	UW Stout	Industrial Education		B.S.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 12
   B. Graduate 36

3. Number of years work experience with EMR students 5

Grade(s)	Content or Service
10-12	Teacher of Drafting and Graphic Arts
Adult	Work Evaluation

4. EMR related workshop experiences:

   Project FOCUS - a Vocational Education/Special Education workshop in Wisconsin.

5. EMR related project experiences:

Participant Experience and Education Summary

Mr. Terry Topping
Vocational Metals Instructor
North High School
122 Mappa Street
Eau Claire, WI 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW-Stout	Industrial Education	1968-71	BS
B.				
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 3

Grade(s)	Content or Service
10 - 12	Vocational Metals Laboratory Classes

4. EMR related workshop experiences:

5. EMR related project experiences:

Participant Experience and Education Summary

Mr. Ralph Troeller
Instructional Services Coordinator
Gateway VTAE District (Racine Campus)
1001 South Main Street
Racine, WI 53403

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Stout	Vocational Ed./Administration	1970	M.S.
B.	UW Stout	Industrial Education	1965	M.S.
C.	UW Stout	Industrial Education	1962	B.S.
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 0

3. Number of years work experience with EMR students 2 1/2

Grade(s)	Content or Service
Ungraded	Vocational Skills Development - Sheltered Workshop

4. EMR related workshop experiences:

   Various training session at the sheltered workshop.

5. EMR related project experiences:

Participant Experience and Education Summary

Ms. Wendy Van Es
North High School
122 Mappa Street
Eau Claire, WI 54701

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	U.W. Stout	Vocational Rehabilitation	1974	
B.	U.W. Eau Claire	Special Education	1970-1974	B.S.
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 30
   B. Graduate 0

3. Number of years work experience with EMR students 1/2

Grade(s)	Content or Service
10 - 12	Special education - student teaching

4. EMR related workshop experiences:

5. EMR related project experiences:

Participant Experience and Education Summary

Ms. Karen Wachlin
Oshkosh High School
375 North Eagle Street
Oshkosh, WI 54901

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Oshkosh	Special Education		B.S.
B.				
C.				
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 35
   B. Graduate 10

3. Number of years work experience with EMR students 3

Grade(s)	Content or Service
Senior High 9-12	Teacher in a Work Study Program

4. EMR related workshop experiences:

5. EMR related project experiences:

   Wisconsin Special Olympics

Participant Experience and Education Summary

Mr. Gilmore White
Opportunity Center
Gateway VTAE District (Kenosha Campus
3520 - 30th Avenue
Kenosha, WI 53140

1. Educational Preparation:

	School	Major	Year(s)	Degree
A.	UW Madison	ABE Graduate Courses		
B.	UW Milwaukee	Police Science	1967-1972	M.S.
C.	UW Milwaukee	History	1960-1967	B.S.
D.				
E.				

2. Credits of course work related to teaching EMR students:
   A. Undergraduate 0
   B. Graduate 6

3. Number of years work experience with EMR students 3

Grade(s)	Content or Service
Adult Basic Education	Teaching and Program Chairman
Adult High School	Teaching and Program Chairman

4. EMR related workshop experiences:

5. EMR related project experiences:

School

District 1 Technical Institute
620 West Clairemont Avenue
Eau Claire, Wisconsin 54701

Project Participants

Kay Olsen - Special Education Instructor
Mike Stacy - General Education Supervisor
Ralph Munger - Audio Visual Coordinator
Wallace Chisholm - Quantity Foods Instructor

Activities

Area Vocational, Technical and Adult Education District 1 has an open-door policy and feels that an educational program should be made available for all students interested in improving their capabilities for the occupational world. Most of the 15 students enrolled in VTAE District 1 are post-secondary students. In light of this philosophy, District 1 is now piloting a program designed to mainstream EMR students into selected occupational areas. These areas include child care assistant, automotive mechanics, welding, and quantity foods preparation. Supplemental instruction is provided in addition to regular classroom instruction by special educators and para-professionals. This project has just completed its first year of operation.

School

Gateway Technical Institute
Racine Campus
1001 Main Street
Racine, Wisconsin 53403
Phone (414) 637-9881 Ext. 62

Project Participants

Doris Myers - Work Evaluation Center
Gil White - Instructor, Opportunity Center
Carol Kay - Instructor, Reading Specialist
Helen McFarland - Audio Visual Technician
Ralph Troeller - Instructional Services Coordinator

Activities

Most of the activities associated with the project were designed to raise the awareness level of participants and Gateway staff of the educational needs of EMR students. Specific projects by the team included:

A. Assisting in the development of curriculum materials for EMR students who are working in the food service program. A bus boy and salad making course was started and run on an individual basis for approximately six students.

B. Providing resource information to instructors with EMR students in the regular classes.

C. Developing life adjustment skill units that are being used in the Developmental Program for EMR students.

D. Set up discussion groups to help EMR students become adjusted to school and classroom activities.

E. Assisted in the development of a federally funded project designed to increase the vocational opportunities available at Gateway to EMR's.

F. Coordinated a faculty in-service program presented by the Madison Vocational Center. Topic: Introduction to Teaching Special Needs Students. This program will be continued during the 1975-76 school year.

G. Assisting the work evaluation laboratory in designing work samples for EMR's that correlate with training opportunities at Gateway.

School

Madison East High School
2222 East Washington
Madison, Wisconsin 53704

Project Participants

Sue Richter - Special Education Teacher
Audrey Lehman - Home Economics Teacher
Bernie Kane - Industrial Education Teacher
Carl Lindenlaub - Audio Visual

Activities

Madison East High School is coordinating the efforts of both special and vocational educators with supportive services being provided by audio-visual specialists. Presently, both special and vocational educators plan and prepare curriculum units for EMR's cooperatively. During the vocational classroom activities in home economics and metals shop, a special educator is present to provide supplemental instruction to EMR's and supportive service to the vocational educator relative to EMR students.

Both special and vocational educators seem to be in approval of this teaching strategy since the strengths of both can be drawn upon to provide meaningful vocational experiences to EMR's within the school. A work-study program is also provided for EMR students.

School

Oshkosh West High School
375 North Eagle Street
Oshkosh, Wisconsin 54901

Project Participants

Ellen Baynes - Vocational Education and Home Economics Teacher
Cindy Irvine - Media Specialist
Mike McMahon - Special Education Teacher
Karon Wachlin - Special Education Teacher

Activities

The secondary special education program for EMR's in Oshkosh is located at West High School. The Work-Study Program serves about 60 students each year with a staff of 4.5 special education teachers and .5 work coordinator.

It is a four year program for students aged 15 to 21. Instruction is in the basic areas of English, math and social studies with major emphasis on persisting life experiences and work orientation. Student programming provides major flexibility including a self-contained classroom, resource centers for mainstreamed students, vocational-special education team approach in industrial arts and home economics, integration and supportive help in driver education, and partial to full mainstreaming in regular classes.

Work experiences are provided students at the junior and senior levels and this may range from work training experiences with school personal (janitors, laundry room, stage crew, duplicating room, media center, library, and so forth) to regular job placement in the community.

All students completing the program graduate with their school class and receive a regular high school diploma.

School

William Horlick High School
2119 Rapids Drive
Racine, Wisconsin 53404

Project Participants

Ken Kotes - Sepcial Education Teacher
Dennis Tesolowski - Industrial Education Teacher

Activities

William Horlich High School is involved in providing evaluation, pre-vocational and some vocational educational experiences for EMR's. Mr. Ken Kotes is responsible for the provision of the evaluation and pre-vocational training. This is most typically done in a classroom setting.

Mr. Dennis Tesolowski has developed two vocational education modules of instruction (in cooperation with Mr. Kotes) in the field of graphic arts for EMR's. One is on spirit duplication and the other on the mimeograph machine. Mr. Tesolowski is also an instructor in the metal shop and provides training to EMR's in this area as well.

Mr. Kotes also provides vocational training through a community based on-the-job training program for EMR's.

Appendix B

Participants' Information Form

CVTAE
UW-Stout

VTCP-EMR
9/3/74

Information Form

Directions: Please complete the following questions for our project records. Return as soon as possible.

If the information at the left is incorrect, please note your corrections on the label.

Social Security Number (for payroll)_____

1. Educational Preparation: (List latest experiences last)

	School	Major	Year(s)	Degree
A.				
B.				
C.				
D.				
E.				

2. How many credits of course work do you have at the undergraduate level related to teaching mentally retarded students? _____

3. How many credits of course work do you have at the graduate level related to teaching mentally retarded students? _____

4. How many years have you worked with EMR's? _____

If you have worked with EMR's, please briefly describe the grade level(s) at which you have worked and the types of content or service given.

Grade(s)	Content or Service

5. Have you participated in any workshops related to EMR's? (Check one)

____1. No

____2. Yes → Please briefly describe each:

6. Have you participated in any projects related to EMR's? (Check one)

____1. No

____2. Yes → Please briefly describe the project(s) (2-3 sentences)

7. Would you be interested in obtaining college credit for the workshop next summer?

____1. No

____2. Yes

8. Can EMR's be mainstreamed in vocational courses?

9. If EMR's are mainstreamed in vocational courses, what additional competencies and assistance will vocational teachers need?

10. Can vocational education meet the needs of EMR's?

11. Please list the three major concerns you have about vocational education for EMR's.

    1.

    2.

    3.

Thank you for responding. Please return to:

Orville Nelson, Director
Vocational Teacher Competency
Project-EMR
UW-Stout
Applied Arts Building
Room 225N
Menomonie, WI 54751

Appendix C

Vocational Teachers Competency Project Reservation Form

Vocational Teacher Competency Project

Name _____ Date _____

School Address _____ Phone _____

Home Address _____ Phone _____

City _____ Zip _____

1. What would be the best dates for you to meet during the last two weeks in August or the month of September?

   August _____

   September _____

2. On what dates would you not be able to meet?

   August _____

   September _____

Thank you for responding. Please return to:

Orville Nelson
Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, WI 54751

Appendix D

Advisory Committee Agendas and Minutes

8/26/74
O.N.

Agenda For The First Advisory Committee Meeting
Vocational Teacher Competency - EMR Project
Friday, Spetember 6, 1974

TIME	ACTIVITY
9:30 - 10:00	Coffee and Conversation
10:00 - 10:30	Introductions and discussion of the purpose of the Advisory Committee
10:30 - 11:45	Review of the project proposal, research activities, and time schedule.
11:45 - 1:00	Lunch at the Commons
1:00-1:30	Review and discuss the fall workshop for the project's participating teachers and counselors. (See enclosed agenda.)
1:30 - 2:30	Questions, suggestions and input from the Advisory Committee members.

Advisory Committee Minutes
For Vocational Teacher Competency - EMR Project

DATE: September 6, 1974

MEMBERS IN ATTENDANCE: Robert Brock - Rehab. & Manpower - U.W.- Stout
Sandy Gill - Human Dev. & Famil Living - U.W. - Stout
Carol Hogstad - Ed. and Psych. - U.W. -Stout
Roland Krogstad - WBVTAE
Audrey Lehman - Madison East High School
Rose Nelson - Home Ec. Coord. - Nicolet College
Tom O'Brien - Lightfoot School
Preston Smeltzer - Dept. of Public Instruction
Perry Smith - CESA 6
Tom Stockton - Dept. of Public Instruction
Lloyd Tindall - U.W. - Madison

MEMBERS NOT ABLE TO ATTEND: Pete Hendrickson
Russel Paulsen
Charlotte Martin

The meeting opened with introductions and a review of the purpose of the meeting. Committee members were encouraged to react to the project's objectives, give counsel on the research activities, and suggest resources for the project.

Next on the agenda was a review of the rationale for the project. In this project, teaching occupational skills is viewed as a decision-making process. Using information on the students to be taught provides a more relevant learning environment. Since most vocational teachers do not have training in interpreting data related to EMR's, it is necessary to determine the competencies they need to acquire in order to work effectively with these students. A resume of the types of decisions involved in teaching was given in the visuals used at the meeting. (A copy is attached to these minutes.)

During the discussion of the project proposal and research activities

the following questions or concerns were identified.

A. How are the competencies going to be identified? (Answer: A review of prior research will give a tentative identification of the needs of EMR's and teacher competencies. The research team will identify competencies as the project teams develop new instructional materials, teaching strategies, and pilot test these products. The stress is to be on the isolation of competencies through work with project teams who are actively involved with EMR's.)

B. What is meant by test data? (Answer: Considerable discussion related to this question indicated the need to accept a broad definition which would encompass counselor's and teacher's observations as well as standardized test data. Also, several committee members indicated that there may be a lack of data which will help teachers make decisions.) A general definition will be developed. Interaction with the project participants during semester I will reveal the amount of test data available.

C. Will the competencies be specific to the several vocational areas? (Answer: Committee discussion indicated a preference for general competencies when possible. Since several vocational areas are represented in the participating teams, there will be an opportunity to ascertain general and specific skills.)

D. Will only vocational skills for EMR's be stressed? (Answer: The focus of this project is on EMR's developing vocational skills. Since social skills are also needed on the job, life skills with probably be included.)

E. A concern was noted that only data from pre-measures would be used in the teacher's decision-making. It was mentioned that a two, six or eight hour test was not sufficient. Instead, data collection should be an integral part of teaching. (This is a good point and will be kept in mind as the workshops are designed.)

F. Committee members recommended that information on interests also needs to be collected. (This suggestion will be used when designing the workshops.)

G. It was also suggested that data on the world of work had to be interpreted. (This will be an important part of the data used in decision-making.)

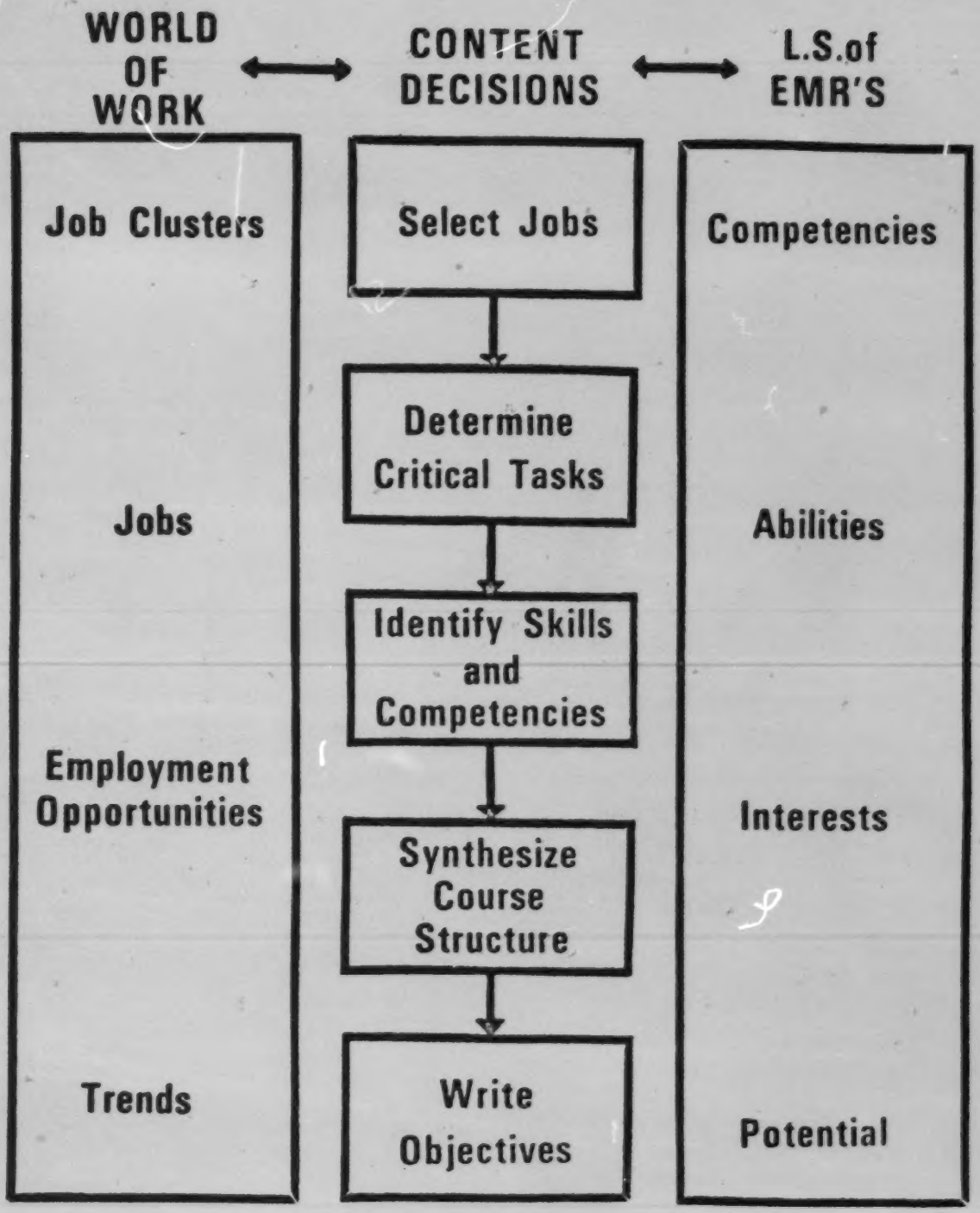
H. Several committee members asked about the dissemination of the products of this project. (Answer: The project does not contain funds for dissemination beyond printing the final report. If the research proves to be successful, attempts will be made to obtain dissemination money.)

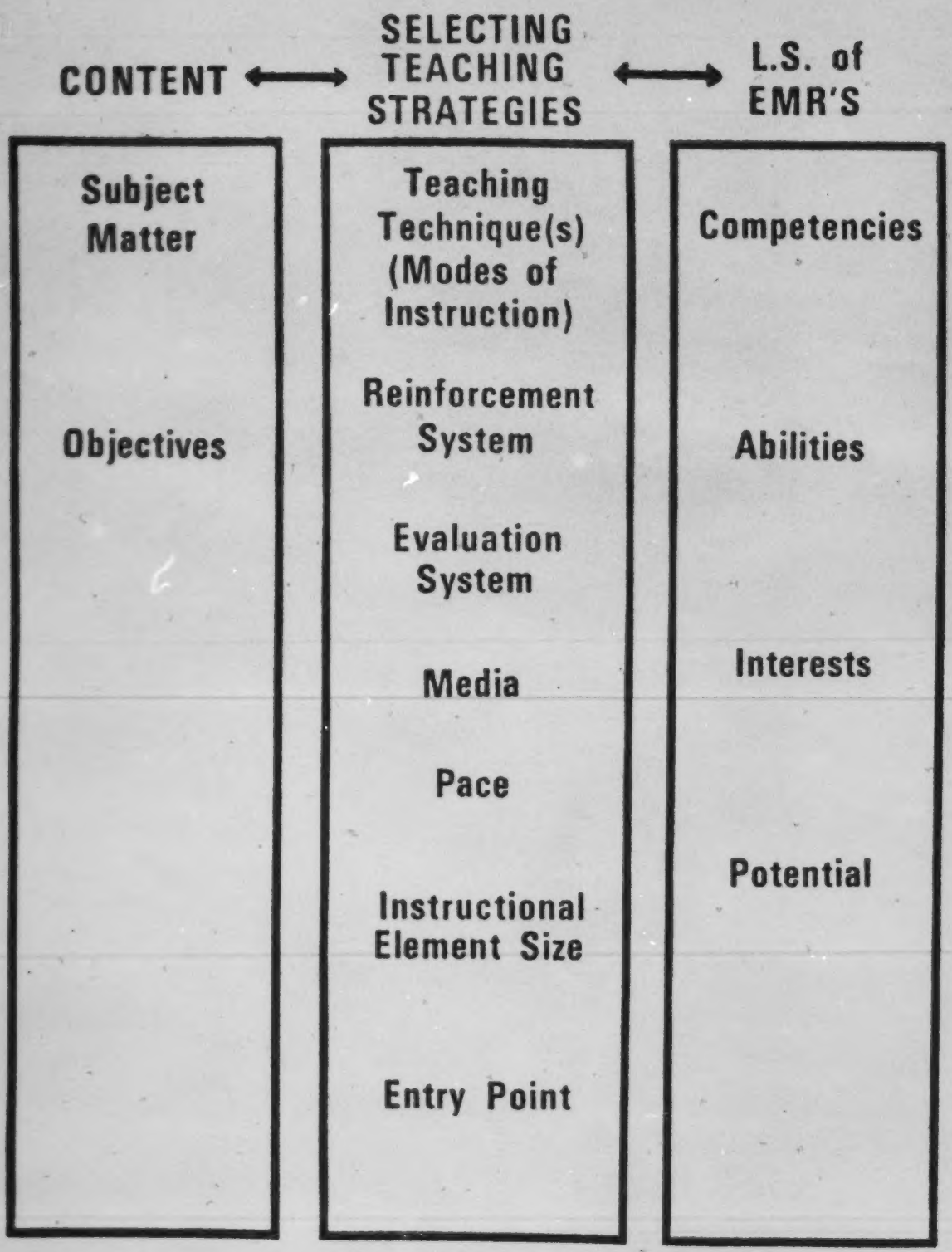
After lunch the committee reviewed the revised schedule of research activities. (see copy attached) No specific changes were made in the revised list. Committee members asked to be kept informed on the results of the workshops.

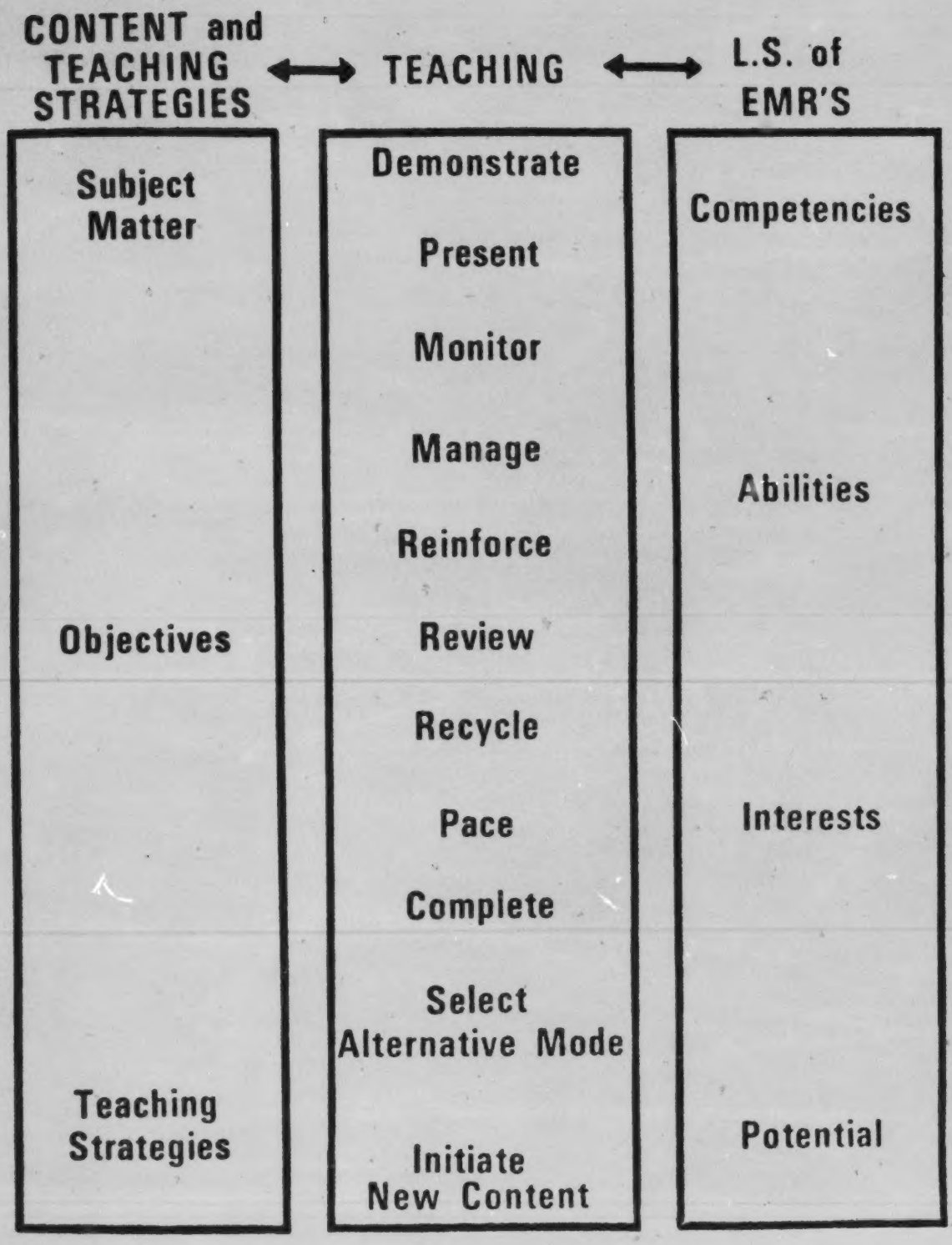
Diane Johnson, VTC-EMR research specialist, reviewed the special WISC deck developed for use with EMR's. This deck was the product of a research project she conducted for CESA 6 last year. This deck is being piloted this year in CESA 6.

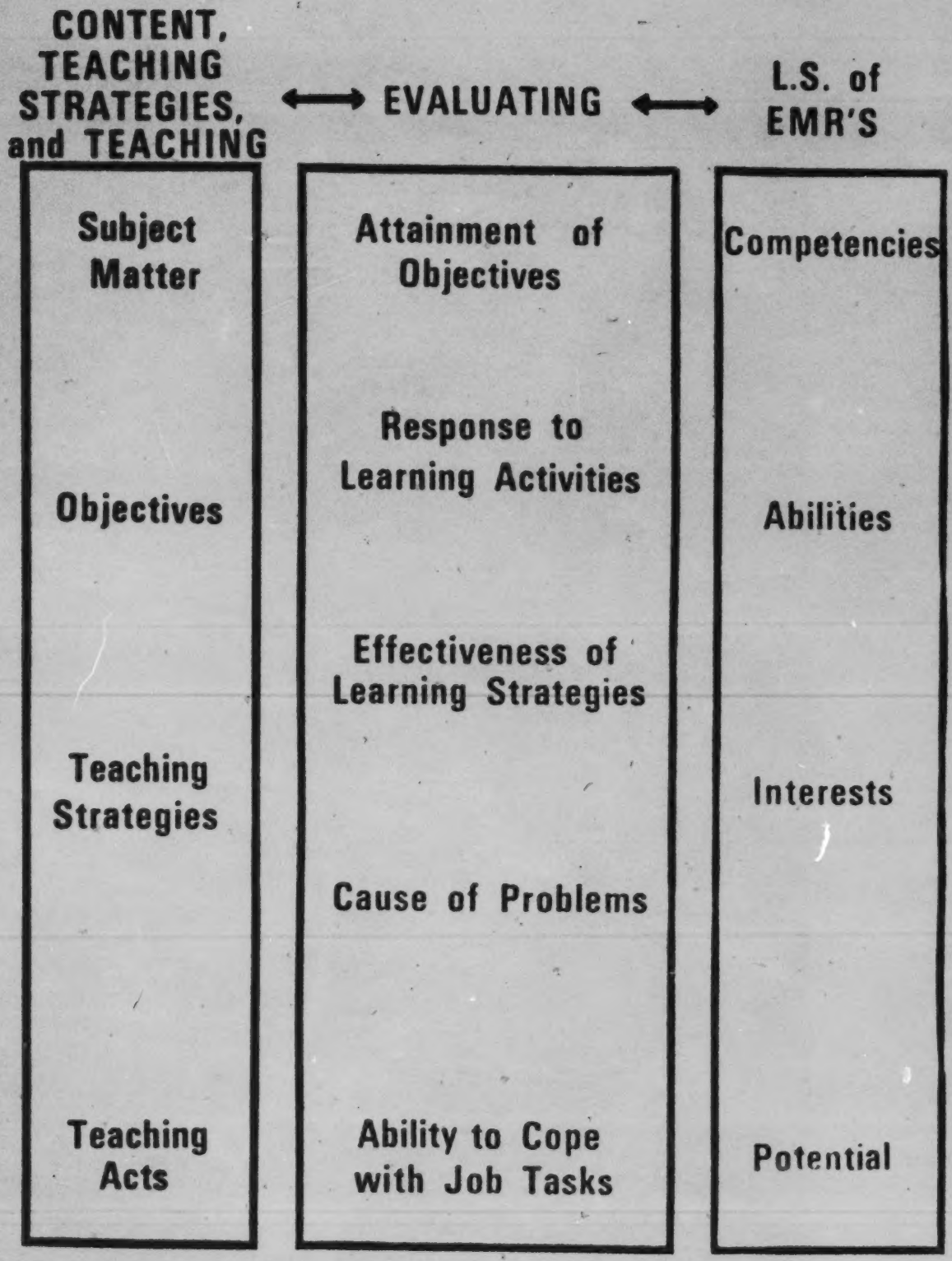
Meeting adjourned.

Attachments: Photo copies of visuals
Revised research schedule

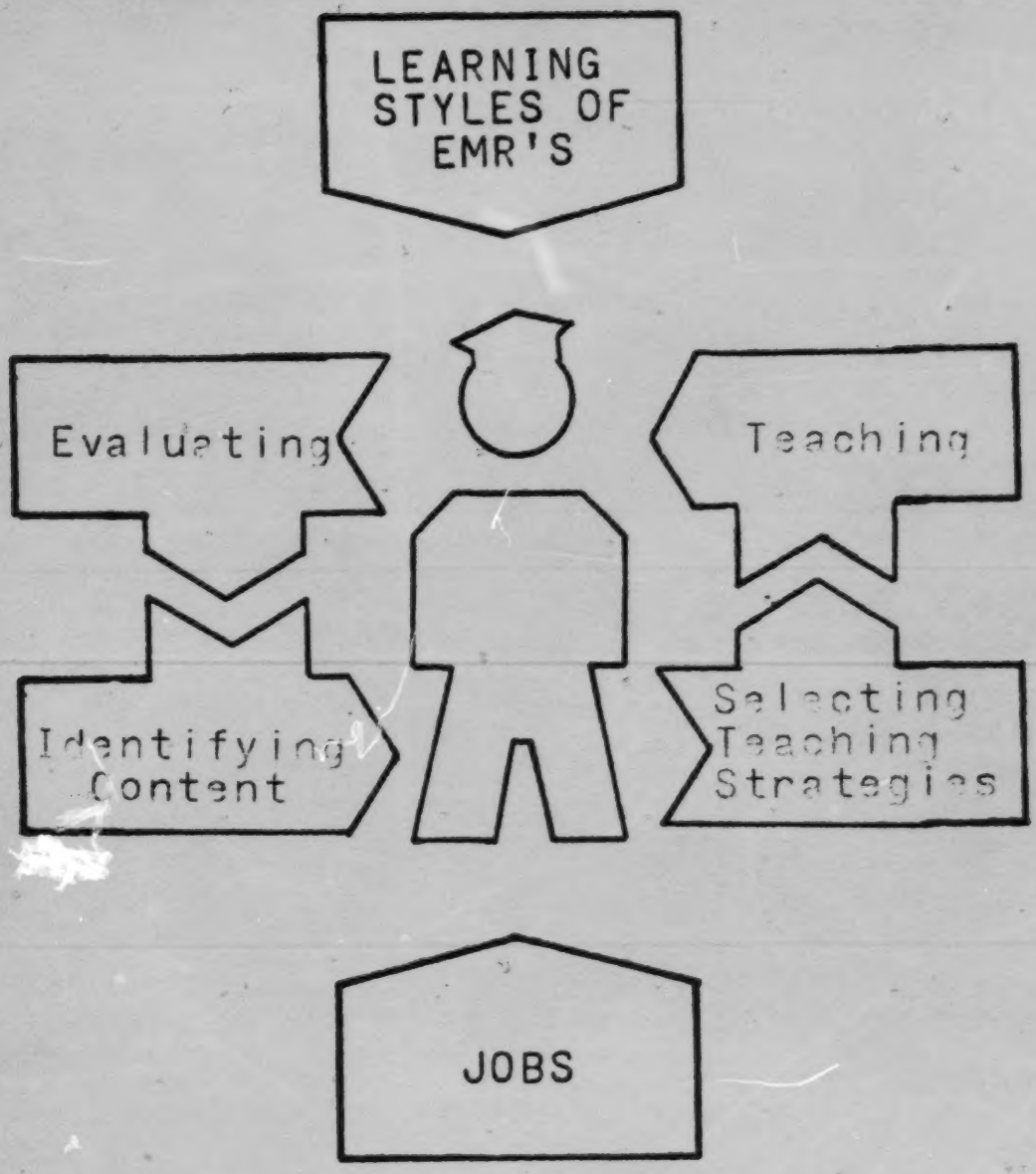

WORLD OF WORK
CONTENT DECISIONS
L.S.of EMR'S
Job Clusters
Jobs
Employment Opportunities
Trends
Select Jobs
Determine Critical Tasks
Identify Skills and Competencies
Synthesize Course Structure
Write Objectives
Competencies
Abilities
Interests
Potential


CONTENT
SELECTING TEACHING STRATEGIES
L.S. of EMR'S
Subject Matter
Objectives
Teaching Technique(s) (Modes of Instruction)
Reinforcement System
Evaluation System
Media
Pace
Instructional Element Size
Entry Point
Competencies
Abilities
Interests
Potential


CONTENT and TEACHING STRATEGIES
TEACHING
L.S. of EMR'S
Subject Matter
Objectives
Teaching Strategies
Demonstrate
Present
Monitor
Manage
Reinforce
Review
Recycle
Pace
Complete
Select Alternative Mode
Initiate New Content
Competencies
Abilities
Interests
Potential


CONTENT, TEACHING STRATEGIES, and TEACHING
EVALUATING
L.S. of EMR'S
Subject Matter
Objectives
Teaching Strategies
Teaching Acts
Attainment of Objectives
Response to Learning Activities
Effectiveness of Learning Strategies
Cause of Problems
Ability to Cope with Job Tasks
Competencies
Abilities
Interests
Potential

TEACHER DECISIONS



9/2/74
CVTAE

Revised Activity Schedule

Activity	Time Schedule	
	Original	Revised
1. Select Advisory Committee	6/3-6/17/74	6/3-7/1/74
2. Select participating schools	6/17-7/12/74	6/17-8/1/74
3. Analyze teaching decisions	6/3-8/1/74	6/3/74-5/1/75
4. Design workshop agenda	6/24-8/1/74	Done
5. Advisory Committee meeting	7/25/74	9/6/74
6. Conduct Workshop	8/5-8/16/74	9/26-27
7. Participating Teams work with EMC's	9/74-5/75	Same

Activity	Time Schedule	
	Original	Revised
7.A. Project staff visits Centers		At least once each semester
8.A. Plan second workshop		10/1-11/29/74
8. Conduct second workshop	1/75	Same
9. Advisory Committee meets	1/75	3/75
10. Project staff collects and analyzes feedback	9/74-5/75	10/74-5/75
11. Sample of EMR's complete work evaluation	3-5/75	Same
12. Advisory Committee meets	5/75	9/75

Activity	Time Schedule	
	Original	Revised
13. Workshop III	6-7/75	6-7/75
14. Workshop participants try out materials and strategies	9-10/75	Same
15. Project staff evaluates effectiveness of materials and strategies	9-10/75	Same
16. Write Final Report	10/75	Same
17. Project Completed	10/31/75	Same

MEETING II - ADVISORY COMMITTEE FOR

VOCATIONAL TEACHER COMPETENCY - EMR PROJECT

Place: 219 Applied Arts, UW-Stout

AGENDA

I. 10:00-10:30: Coffee and Travel Forms

II. 10:30: Review Project Activities
- A. Workshop I - Agenda Attached
- B. Workshop II - Agenda Attached
- C. School Visits
- D. Special Spin-Offs

III. 11:45: Lunch - Commons

IV. 1:00 p.m.: Discuss Workshop III

Minutes

TO: Advisory Committee Members
FROM: Orville Nelson, Director
VTC-EMR Project
DATE: April 28, 1975
SUBJECT: Minutes for Second Advisory Committee Meeting for the Vocational Teacher Competency-EMR Project

The second meeting of the Advisory Committee for the Vocational Teacher Competency-EMR Project was held on Monday, April 21, 1975. The meeting was convened at 10:30 a.m. in room 219 of the Applied Arts Building on the campus of UW-Stout.

The meeting opened with a review of the problem, objectives, and rationale for the project. The next item of business was a review and discussion of the agenda for the first workshop conducted for the participants in the Vocational Teacher Competency-EMR project (VTC-EMR). The purposes of the first workshop were to become acquainted with the participants, introduce them to the project objectives, and assess their ability to use information in developing valid vocational experiences for EMR students. The contents of the agenda were then reviewed. (A copy of the agenda was attached to the notice for the meeting.)

Next, the agenda for the second workshop for the participants was reviewed. This workshop was held at the end of January, 1975. The emphasis in this workshop was developing the participants' ability to structure vocational instruction based on the characteristics of EMR students in their classes. Opportunity was given to develop a small segment of instruction so that the participants could apply the theoretical elements presented to them during the first and second workshops. The agenda for the second workshop was based on suggestions from the participants and staff. A draft agenda for the workshop was reviewed with each of the participating teams during the fall visitation to each school made by the project staff. During the review of the agenda, the task-based curriculum development process utilized in the project was quickly reviewed. A copy of the process is attached as requested by the committee members.

Several spin-offs have resulted from the project. The Gateway Technical Institute team has utilized the experiences and materials developed in the two workshops to generate a position paper on the services to be provided by GTI for EMR students. In addition, they have worked with other staff members throughout their institute in developing a project proposal to integrate various special services into one coordinated unit. This proposal has been submitted to WBVTAE for 1975-76 year. The team in Oshkosh-West is just completing a proposal to provide a special work environment for EMR students. Members of the team in Eau Claire North are starting on a proposal to integrate special education, work evaluation and vocational education services more closely. At Racine, the VTC-EMR project is cooperating closely with Al Pitts as he develops his project COPE. During the January workshop, three teams came in on Sunday afternoon to participate in a three-hour session on proposal writing. These experiences were utilized in developing the preceding proposals. The Madison-East team has made use of the visuals developed for the project in their presentations of vocational education for EMR students in schools in Madison.

After lunch, the agenda for the third workshop to be conducted in June, 1975, was discussed. The purpose of this workshop is to integrate the skills acquired in developing the data-based curriculum and instructions with the participants competency in analyzing information on EMR students. The goal is to develop decision-making capabilities in the participants so that they can utilize information on EMR students in making valid instructional and curriculum decisions. Information as utilized in this project includes that collected prior to the student's entry into the program and that collected by the teacher during the time class is in session. In the summer workshop, each participant will assist in the development of at least one module of instruction for their school. Also, they will establish a plan for implementing valid vocational education programs for EMR students. (A copy of the agenda for the third workshop is attached.)

After the discussion of the agenda, a number of resource persons were identified for the summer workshop. The project staff is in the process of contacting these persons to determine their willingness to participate on the staff for the workshop.

The meeting adjourned at 2:30 p.m.

Appendix E

Staff Vitas

Vita

Keith A. Frank

Education:

Ohio University, Athens, Ohio
Major: B.S., Industrial Technology, 1963-67

University of Wisconsin-Stout, Menomonie, Wisconsin
Major: M.S., Guidance and Counseling, 1973-74

University of Wisconsin-Sout, Menomonie, Wisconsin
Major: Ed.S., Vocational Education, Present

Work Experience:

Graduate Assistant-University of Wisconsin-Stout
Major focus: Career Education

Workshop Supervisor-Rehabilitation Services of North Central Ohio, Mansfield, Ohio. Major focus: coordination of a multiple disability workshop teaching work habits and skills.

Carpenter-Chuck Burkhart Construction Co., Mansfield, Ohio.
Major focus: construction of pre-fabricated houses.

Assistant Design Engineer-Hartman Electric Mfg. Co., Mansfield Ohio. Major focus: design of electrical relays, circuit breakers, etc.

Teacher-Springfield Local Board of Education, Ontario, Ohio.
Major focus: 8th and 9th grade industrial arts.

Vita

Diane K. Johnson

Education:

University of Wisconsin-Eau Claire, Eau Claire, Wisconsin
Major: B.S. Special Education and Elementary Education
1965-69

Work Experience:

Faculty Assistant-University of Wisconsin-Stout
Major focus: Career Education, EMR

Project Director - Wisconsin Occupational Resource Kits, Cooperative Education Service Agency #6, Chippewa Falls, Wisconsin. Major focus: development of kits to be used for secondary EMR students in career education.

Teacher - Secondary Special Education, Cadott Community School, Cadott, Wisconsin. Major focus: career education and work study program.

Teacher - Junior High Special Education: Osseo-Fairchild Community School, Fairchild, Wisconsin. Major focus: career awareness

Teacher - Primary-Intermediate Special Education, Ellsworth School System, Ellsworth, Wisconsin. Major focus: basic education for EMR's

VITA

ORVILLE NELSON

Address: Center for Vocational, Technical and Adult Education
UW-Stout, Menomonie, Wisconsin 54751
Phone: Office 715/232-1582
Home 715/235-7631

Present Position: Professor, Department of Education and Psychology and Center for Research and Educational Improvement, Appointed to the faculty in 1963.
Speciality Field: Research, Curriculum Evaluation and Data Analysis

Education:
University of Wisconsin-Stout, Menomonie, Wisconsin; B.S., 1956
University of Minnesota, Minneapolis, Minnesota; M.A., 1958
University of Minnesota, Minneapolis, Minnesota; Ph.D., 1967

Relevant Experience:

a. Taught professional teacher education courses, Industrial Teacher Education Department, 1963-65
b. Research Specialist, American Industry Project, 1965-69. (Responsible for the evaluation of a new three year curriculum.)
c. Acting Curriculum Coordinator, University of Wisconsin-Stout, 1970.
d. Research and Evaluation Specialist, Center for Research and Educational Improvement, Instructor of graduate courses in research and evaluation, Advisor of graduate student research 1969 - to present
e. Acting Co-Director, Center for Vocational, Technical and Adult Education, University of Wisconsin, 1971-72
f. Research Specialist, CVTAE, 1973 - present
g. Supervisor of field studies, 1970 - present

Publications:

a. Development of a Convergence Plan for Vocational Education in Wisconsin, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, (Project No. 19-020-151-222), 1972.

b. "Critical Path Analysis in Industrial Arts, "Industrial Arts and Vocational Education, 54, September, 1965.

c. "The American Industry Project: Development and Evaluation," Curriculum Programs in Action: Their Administration and Evaluation. San Francisco: Center for Technological Education, San Francisco State College, 1967, pp. 113-125.

d. "The American Industry Evaluation System," Journal of Industrial Teacher Education, 6, Spring, 1969, pp. 37-48.

e. With Harold Halfin, The Center for Vocational, Technical and Adult Education Final Report - Phases I and II, University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education, (Project No. 19-010-151-194) 1972 and 1973.

f. With John Jarvis, The Reassessment of Professional Development in Vocational Education in Wisconsin. State Advisory Council for Vocational Education, 1972.

Professional Organizations:

American Vocational Association (Member Ind. Arts Division Research Committee)
American Vocational Education Research Association
American Education Research Association
American Industrial Arts Association (Member of Research Committee)
Phi Delta Kappa
National Association of Industrial and Technical Teacher Education
Wisconsin Educational Research Association

Areas of Special Interest

Tests and Measurement
Data Analysis (including computer applications)
Research
Research Advisement
Curriculum Development and Evaluation

Appendix F

Workshop I Materials

Workshop No. 1 for Vocational Teacher Competency Project - EMR (September 1974)

A. Day I, Thursday, September 26, 1974

8:30 a.m. 1. Registration, Coffee, and Conversation

9:00 a.m. 2. Introduction to the Project

a. Rationale

b. Goals

c. Research Activities and Procedures

d. Participants' roles and involvement

e. Resources available

f. Discussion/Questions/Answers

10:30 a.m. Coffee Break

3. Special needs and interests groups (Participants select based on their need for information).

a. Vocational Curriculum Development Process

b. The Characteristics and needs of EMR's

c. Goals and problems of vocational education

12:00 noon Lunch - Commons

1:15 p.m. 4. Case Study - Planning Occupational Learning Experiences for EMR's

a. Introduction to the process and problem

b. Small groups review the case study problem and recommend solution(s)

c. Groups present solutions. Participants discuss solutions.

6:30 p.m. Dinner at the Commons

7:30 p.m. Speaker (Tom Modahl) Vocational Potential of EMR's

8:15 p.m. Adjourn

Revised Agenda

Friday, September 27

8:00 a.m.	1.	Review agenda for day II, questions, and collect forms
8:30 a.m.	2.	Case Study II - Duane
9:45 a.m.	3.	Coffee Break
10:00 a.m.	4.	Review Case Study solutions
11:00 a.m.	5.	Identify competencies needed
11:45 a.m.	6.	Lunch in the Tower Room
1:15 p.m.	7.	Discuss research activity schedule
		a. Workshop II - dates and agenda
		b. Workshop III - dates and agenda
2:00 p.m.	8.	React to competency list
2:30 p.m.	9.	Coffee Break
2:45 p.m.	10.	Go to Evaluation and Training Center for tour of work evaluation unit
3:45 p.m.	11.	Adjourn

Definition of
Educable Mentally Retarded
Samuel A. Kirk

"The educable mentally retarded child is one who, because of slow mental development, is unable to profit to any great degree from the program of regular schools, but who has these potentialities for development:

(1) minimum educability in reading, writing, spelling, arithmetic, and so forth;

(2) capacity for social adjustment to a point where he can get along independently in the community; and

(3) minimum occupational adequacy such that he can later support himself partially or totally at a marginal level.

In the following handout entitled "EMR Characteristics," the wording in five of the twenty-five characteristics was changed to make the statement not true. The purpose was to more completely determine the knowledge or prejudices of the persons completing the handout. Listed below are those statements worded in a manner that would suggest their being generally representative of EMR characteristics:

5. Has low frustration tolerance.
10. Is not easily distinguishable from the physically normal.
12. Is easily distracted.
19. Slower than normal reaction time.
23. Narrow range of interests.

VTC-EMR
9/24/74

EMR Characteristics

Below is a list of possible learning characteristics of the educable mentally retarded person. Please rate each characteristic according to the following scale:

Strongly Disagree 1
Disagree 2
Undecided 3
Agree 4
Strongly Agree 5

Mark your answer on the standard answer sheet with pencil. Also, give your name on the answer sheet.

Characteristics	SD 1	D 2	U 3	A 4	SA 5
1. Has limited communication skills.	1	2	3	4	5
2. Has limited motor coordination.	1	2	3	4	5
3. Lacks reasoning and judgment.	1	2	3	4	5
4. Seeks immediate satisfaction.	1	2	3	4	5
5. Has high frustration tolerance.	1	2	3	4	5
6. Strives for attention.	1	2	3	4	5
7. Has difficulty understanding abstract functions and ideas.	1	2	3	4	5
8. Cannot generalize from one situation to another.	1	2	3	4	5
9. Frequently has vocational potential not indicated by initial ability.	1	2	3	4	5
10. Is easily distinguishable from the physically normal.	1	2	3	4	5
11. Is often in need of supervision in situations of social and economic stress.	1	2	3	4	5
12. Is not easily distracted.	1	2	3	4	5
13. Has a general sense of failure or insecurity.	1	2	3	4	5

Characteristics	SD 1	D 2	U 3	A 4	SA 5
14. Is unable to derive substitute satisfaction for failure.	1	2	3	4	5
15. Usually acts out his frustrations.	1	2	3	4	5
16. Has limited ability to acquire academic skills.	1	2	3	4	5
17. Is self-centered.	1	2	3	4	5
18. Has trouble entering or getting a job and has problems with co-worker relationships.	1	2	3	4	5
19. Normal reaction time.	1	2	3	4	5
20. Tendency to transfer negative rather than positive learnings.	1	2	3	4	5
21. Frequently found in low socio-economic groups.	1	2	3	4	5
22. Limited imagination.	1	2	3	4	5
23. Broad range of interests.	1	2	3	4	5
24. Strongly bound by habits.	1	2	3	4	5
25. Is able to work for future or abstract rewards.	1	2	3	4	5

VTC-EMR
9/24/74

Teacher Familiarity/Competency Questionnaire

I. General Information

1. Name _____ Date _____

2. School _____

II. Familiarity With Terms

Please indicate the response that most closely matches your present knowledge of the list of terms below. Rate each term according to the following scale:

Not Acquainted with term 1
Have Heard of term but am unfamiliar with its meaning 2
Have a General Idea of what the term means 3
Have a Working Knowledge of the term's meaning 4
Have a Indepth Understanding of the term . 5

Mark your responses on the standard answer sheet. Also, give your name on the answer sheet.

Terms	NA 1	HH 2	GI 3	WK 4	IU 5
1. Diagnostic test	1	2	3	4	5
2. Educable mentally retarded	1	2	3	4	5
3. Behavior modification	1	2	3	4	5
4. World of Work	1	2	3	4	5
5. Mental age	1	2	3	4	5
6. Chronological age	1	2	3	4	5
7. Role playing	1	2	3	4	5
8. Self-concept	1	2	3	4	5
9. Mildly retarded	1	2	3	4	5
10. Borderline intelligence	1	2	3	4	5
11. Stanford-Binet	1	2	3	4	5

Terms	NA 1	HH 2	GI 3	WK 4	IU 5
12. Wechsler	1	2	3	4	5
13. Sheltered workshop	1	2	3	4	5
14. Work sample	1	2	3	4	5
15. Social skills	1	2	3	4	5
16. Division of Vocational Rehabilitation	1	2	3	4	5
17. Unskilled work	1	2	3	4	5
18. Semi-skilled work	1	2	3	4	5
19. Slow learner	1	2	3	4	5
20. Underachiever	1	2	3	4	5
21. Dull normal	1	2	3	4	5
22. Multi-handicapped	1	2	3	4	5

III. Personal Opinions

Below are several statements for your reaction. Please use the following scale for your responses.

Strongly Disagree 1
Disagree 2
Undecided 3
Agree 4
Strongly Agree 5

Statements	SD 1	D 2	U 3	A 4	SA 5
23. An EMR student can be successful on many jobs.	1	2	3	4	5
24. Many instructional materials can be adapted for use by EMR students.	1	2	3	4	5
25. EMR students are very different from other students.	1	2	3	4	5
26. EMR students should be mainstreamed in regular vocational classes.	1	2	3	4	5

Statements	SD 1	D 2	U 3	A 4	SA 5
27. Most teachers can modify their teaching strategies to meet the needs of EMR students.	1	2	3	4	5
28. EMR students are (will be) readily accepted by students in regular classes.	1	2	3	4	5
29. More money should be spent on developing vocational programs for the EMR.	1	2	3	4	5
30. Teachers need in-service or workshop training on techniques and methods to use with EMR students.	1	2	3	4	5
31. More administrative support is needed for an effective vocational program for the EMR student.	1	2	3	4	5
32. All EMR's are alike.	1	2	3	4	5
33. I should use information on the EMR student in my classes when making instructional or counseling decisions.	1	2	3	4	5
34. Mental age is more important than chronological age when developing instructional materials for EMR's.	1	2	3	4	5

Mary Age 19 Grade 12

HOME AND FAMILY BACKGROUND

Mary is the oldest child in a family of 8 girls and 5 boys. She is a healthy girl who has had the usual childhood illnesses. The family lives with both parents in a two bedroom rural home. The father is a mechanic and has a meager income which results in a very low socio-economic level for the family.

SCHOOL EXPERIENCES AND APPRAISAL INFORMATION

Mary has had difficulty maintaining passing grades throughout her school career. She has repeated grades 2 and 5. Mary was referred for evaluation because she was considered to be mentally retarded. Her scores on group tests would indicate this. When tested with an individual instrument she scored 70 on the verbal and 76 on the performance sections. Current achievement scores indicate that her math performance is at the 3.5 grade level, reading at the 4.3 grade level, and spelling at the 3.7 grade level. Aptitude tests indicate strengths in manual dexterity. General learning ability is moderate to weak when tasks were presented using step-by-step instruction in language that was compatible to her level of comprehension.

Weakness was evident in math oriented activities; in high anxiety level during paper-pencil testing, and in lack of self confidence which greatly inhibits her from seeking assistance, especially when she is confused with the task at hand.

SUMMARY DATA

Mary is a very shy, inhibited child lacking self confidence, and insecure in her role as a student. She has been described by three teachers as "a nice girl who is really quite stupid, and who we are doing a favor by keeping her

in class and socially promoting." Because of her poor self concept, Mary has doubts about her ability to succeed in any future vocational endeavors. She would like to be employed in a clerical, filing, or business machine role, or to become a beautician, but feels this is not realistic. Mary is a very frustrated child who requires a great deal of encouragement and individual consideration.

SPECIAL EDUCATION TEACHER'S REPORT

Mary has made considerable progress this year in the special education class. Her reluctance to do a task has lessened especially if the task is at a simplified level. Her insecurity is becoming less an obstacle for her because of constant praise and encouragement.

She is integrated into the physical education class and Home Economics. Her teachers report she is doing quite good but needs much encouragement.

Mary has stated she likes working with small children. She also enjoys working with her hands, making things and crafts. Vocational endeavors along Mary's interests are being encouraged.

9/24/74

Case Study Guide - A

Team _____ Date _____

Directions: Answer the following questions based on your discussion of the student described in your case study. Use the reverse side of the sheet if you need more room.

1. What are the strengths of this student?

2. What are the weaknesses of this student?

3. What is the probable learning style of this student? (i.e. How will this student best acquire vocational skills?)

4. How can your team work together to develop more effective vocational learning experiences for this student?

Name: Duane

CA: 17-8

Grade: EMR

FAMILY BACKGROUND

Father; mother; Darlene, 20; Joseph, 16; Mary, 11; Karen, 10.

Father farms small farm plus working full time as a bulk fuel delivery man.

Mother has a part-time job (3 days per week) doing housekeeping at a nursing home.

Family home is large and fairly well maintained. Children help with household and farm chores.

Family attends church regularly, participates in church, school, 4-H and community activities. A daily newspaper and several magazines are received regularly.

BACKGROUND AND OBSERVATIONS

On the basis of a group intelligence test (score of 72) and poor classroom achievement, Duane was placed in the EMR classroom at age 11. His progress in the EMR classroom has been satisfactory. His teachers describe him as a well-behaved, cooperative student, who has a longer attention span and better working habits than most of his classmates.

During the past year, he has been integrated into regular physical education and industrial education classes. Teachers report his adjustment and progress as satisfactory in these classes.

Duane has a calf of his own which he is raising as a 4-H project. From the money his parents pay him for doing chores, he is saving to buy a lamb for his next project.

Teachers report that Duane is seldom absent from school and that he appears to be in good health. He has worn glasses for several years. They also say that he is always well groomed and well mannered. Students in regular classes are more accepting of him than of most of the other EMP students.

Several teachers describe him as having "a lot of common sense." They also describe him as being quiet and "better at listening than talking."

Duane was recently re-evaluated to determine his current level of functioning, and placement back in the regular classes has been recommended.

INFORMATION FROM THE PSYCHOLOGIST'S REPORT

Duane approached the testing situation in a relaxed and self-confident manner; he did not display any nervous mannerisms. Although Duane did not initiate speech, he responded willingly to the examiner's comments and questions. He wore a wristwatch and told time accurately.

The subject used his right hand for writing and drawing. He worked in a methodical manner with slow, deliberate movements. In the performance tasks of the intelligence test, Duane used both hands effectively as a "team." He appeared to think before he made a move, and displayed better than average persistence on difficult tasks.

The Wechsler Adult Intelligence Scale (WAIS) yielded the following results:

Verbal IQ 82

Performance IQ 80

Full Scale IQ 80

Verbal Subtests

Information

Comprehension	10
Arithmetic	6
Similarities	7
Vocabulary	6
Performance Subtests	
Picture Completion	9
Picture Arrangement	8
Block Design	7
Object Assembly	7
Coding	5

With a Full Scale score of 80, the subject equals or surpasses nine percent of others in his age group in intellectual ability. Duane obtained his highest scaled score in comprehension which indicates that he has relatively good judgment or common sense. He gave unusually good definitions for words representing concrete objects.

Visual-motor tests indicated that Duane is functioning like an 11 to 12 year old on tasks that require accurate visual perception and expressive motor ability. This difficulty is apparent when he works with 2-D materials but seems to interfere very little with his performance when he is working with 3-D materials.

The Wide Range Achievement Test yielded grade equivalent scores of 4.5 in reading, 3.2 in arithmetic, and 4.1 in spelling.

Duane read aloud several paragraphs from a fourth grade reading text. Upon completion, the examiner asked questions based on the selection and Duane answered all questions accurately indicating comprehension ability equal to his word recognition ability.

Case Study Guide - B

Team _____ Date _____

Directions: Answer the following questions based on your discussion of the student described in your case study. Use the reverse side of the sheet if you need more room.

1. What are the strengths of this student?

2. What are the weaknesses of this student?

3. What is the probable learning style of this student? (i.e. How will this student best acquire vocational skills?)

4. How can your team work together to develop more effective vocational learning experiences for this student?

(over)

5. What modifications in your present learning experiences, or new materials and teaching strategies would need to be developed for this student for the vocational area(s) represented in your team?

E.M.R. Characteristics	Educational Needs
1. Low frustration point	1. Learning situations with low frustration needs. 2. Be specific and consistent in giving directions. 3. 4.
2. Has limited communication skills.	1. Use simple vocabulary and sentences. 2. Use audio visuals when possible. 3. 4.
3. Seeks immediate satisfaction	1. Provide new learning in small doses. 2. Relate the new to something already known. 3. 4.
4. Has difficulty understanding abstract functions and ideas.	1. Simplify problems as much as possible. 2. Use concrete ideas or knowledge and relate it to the abstract. (known to unknown.) 3. 4.
5. Has a general sense of failure or insecurity.	1. Encourage and praise at all times. 2. Point out details you wish to have him observe. 3. 4.
6. Strives for attention.	1. 2. 3. 4.
7. Narrow range of interests.	1. 2. 3. 4.

(continued)

8.	Has limited ability to acquire academic skills.	1.
		2.
		3.
		4.
9.	Frequently found in low socio-economic groups.	1.
		2.
		3.
		4.
10.	Have trouble entering or getting a job.	1.
		2.
		3.
		4.
11.	Have problems with co-worker relationships.	1.

Teacher Competencies

Please indicate your present position:

1. ___ Vocational Teacher; 2. ___ Counselor; 3. ___ Special Education Teacher;

4. ___ Work Evaluator; 5. ___ Administrator; 6. ___ Other _____

Below is a suggested list of competencies that can be useful in planning or teaching an effective vocational education program for the educable mentally retarded person. Please rate each item according to your judgment on (a) the ability a person in your position needs in order to work effectively on a team in accomplishing this goal and (b) your present level of ability. Use the following scale:

No Proficiency 1
Aware of the competency 2
Do With Assistance 3
Do Without Assistance in most instances 4
Proficient (do without assistance or reference) 5

Mark your answer on the standard answer sheet with pencil. Also, give your name on the answer sheet.

	Ability Needed					Present Ability				
	NP	A	WA	W/OA	P	NP	A	WA	W/OA	P
Competency/Task/Attitude	1	2	3	4	5	1	2	3	4	5
1. Conduct a task analysis of a job.	1	2	3	4	5	1	2	3	4	5
2. Utilize behavior modification techniques in developing desired behavior.	1	2	3	4	5	1	2	3	4	5
3. Utilize the internal and external referal processes to request information pertinent to classroom activities.	1	2	3	4	5	1	2	3	4	5
4. Ease the transition from school to work through instruction of job getting and job keeping skills.	1	2	3	4	5	1	2	3	4	5
5. Interrelate personality, social, and interpersonal ethics into classroom learning activities.	1	2	3	4	5	1	2	3	4	5
6. Utilize a competency based evaluation system rather than the A-B-C-D-F grading system.	1	2	3	4	5	1	2	3	4	5
7. Simplify instructional units into small learning steps with constant use of repetition and over-learning.	1	2	3	4	5	1	2	3	4	5
8. Construct instructional units in daily living skills (telling time, counting change, etc.)	1	2	3	4	5	1	2	3	4	5

Competency/Task/Attitude	Ability Needed					Present Ability				
	NP 1	A 2	WA 3	W/OA 4	P 5	NP 1	A 2	WA 3	W/OA 4	P 5
Communicate effectively using:										
9. Simple verbal expressions, explanations, and examples.	1	2	3	4	5	1	2	3	4	5
10. Simple physical demonstrations.	1	2	3	4	5	1	2	3	4	5
11. As many of the 5 senses as possible.	1	2	3	4	5	1	2	3	4	5
12. Organize Coop and on-the-job training programs.	1	2	3	4	5	1	2	3	4	5
13. Interpret diagnostic test data knowing its uses, limitations, and implications for classroom activities.	1	2	3	4	5	1	2	3	4	5
14. Translate medical and psychological reports into meaningful individualized vocational programs.	1	2	3	4	5	1	2	3	4	5
15. Understand the I.Q.'s relationship to predicting vocational success, potential motor abilities, and work attitudes.	1	2	3	4	5	1	2	3	4	5
16. Understand the job requirements (motor and social skills) in those occupations applicable to the EMR.	1	2	3	4	5	1	2	3	4	5
17. Utilize a public relations program.	1	2	3	4	5	1	2	3	4	5
18. Evaluate the EMR vocational training program effectively.	1	2	3	4	5	1	2	3	4	5
19. Provide a slower concept/skill learning pace.	1	2	3	4	5	1	2	3	4	5
20. Minimize lecturing and maximize learning by doing.	1	2	3	4	5	1	2	3	4	5
21. Maximize stimulation by fluctuating learning activities.	1	2	3	4	5	1	2	3	4	5
22. Build the EMR's self-concept through acceptance and success in classroom activities.	1	2	3	4	5	1	2	3	4	5
23. Focus learning activites on what the EMR can do.	1	2	3	4	5	1	2	3	4	5

Competency/Task/Attitude	Ability Needed					Present Ability				
	NP	A	WA	W/OA	P	NP	A	WA	W/OA	P
	1	2	3	4	5	1	2	3	4	5
24. Promote an environment of high personal hygiene expectations.	1	2	3	4	5	1	2	3	4	5
25. Provide a "Work Bound" training atomsphere to set the stage for the ultimate transfer of the EMR to employment and his necessary adjustments toward independence.	1	2	3	4	5	1	2	3	4	5
26. Break complex motor skill tasks into simple steps.	1	2	3	4	5	1	2	3	4	5
27. Construct highly stimulating learning situations where judgment and discrimination are minimized and imitation is maximized.	1	2	3	4	5	1	2	3	4	5
28. Develop instructional units revolving around job-specific concepts and skills rather than general concepts and skills. (Mini-courses, Packages)	1	2	3	4	5	1	2	3	4	5
29. Accept personal and situational criticism from EMR's without antagonism.	1	2	3	4	5	1	2	3	4	5
30. Look objectively at personal prejudices and understand their influences on behavior.	1	2	3	4	5	1	2	3	4	5
31. Analyze interpersonal and personal-environmental situations without request from or aid of the EMR.	1	2	3	4	5	1	2	3	4	5
32. Deal effectively with highly emotional situations such as student-student, student-school, student-home, or employer.	1	2	3	4	5	1	2	3	4	5
33. Utilize work sample evaluation reports effectivley in program development.	1	2	3	4	5	1	2	3	4	5
34. Develop work sample based evaluation system.	1	2	3	4	5	1	2	3	4	5
35. Conduct home visits.	1	2	3	4	5	1	2	3	4	5
36. Develop more positive attitude toward working with EMR's.	1	2	3	4	5	1	2	3	4	5

Competency/Task/Attitude	Ability Needed					Present Ability				
	NP	A	WA	W/OA	P	NP	A	WA	W/OA	P
	1	2	3	4	5	1	2	3	4	5
37. Adjust standards for performance expected of EMR's.	1	2	3	4	5	1	2	3	4	5
38. Develop work evaluation unit.	1	2	3	4	5	1	2	3	4	5
39. Effectively utilize the services of an A-V specialist.	1	2	3	4	5	1	2	3	4	5
40. Develop sheltered employment experiences.	1	2	3	4	5	1	2	3	4	5
41. Prepare video-tape demonstrations.	1	2	3	4	5	1	2	3	4	5
42. Develop A-V materials.	1	2	3	4	5	1	2	3	4	5
43. Conduct student interviews.	1	2	3	4	5	1	2	3	4	5
44. Evaluate effectiveness of teaching techniques.	1	2	3	4	5	1	2	3	4	5
45. Acceptance of individual differences of the EMR.	1	2	3	4	5	1	2	3	4	5
46. Interpret test results.	1	2	3	4	5	1	2	3	4	5
47. Develop behavior observation skills.	1	2	3	4	5	1	2	3	4	5
48. Develop an awareness of how to recognize students with problems in the regular class. (EMR, learning disability, etc.)	1	2	3	4	5	1	2	3	4	5
49. Learn how to change written material into other modes of instruction.	1	2	3	4	5	1	2	3	4	5
50. Develop positive attitudes toward working on a team.	1	2	3	4	5	1	2	3	4	5
51. Be aware of social and work problems encountered by EMR's.	1	2	3	4	5	1	2	3	4	5
52. How to evaluate a competency exercise.	1	2	3	4	5	1	2	3	4	5
53. Determine what is the function of the administrator in developing the EMR program.	1	2	3	4	5	1	2	3	4	5
54. Give in-service training to other teachers working with EMR's.	1	2	3	4	5	1	2	3	4	5
55. Develop positive working relationships with governmental agencies involved with the families of the EMR.	1	2	3	4	5	1	2	3	4	5

Competency/Task/Attitude	Ability Needed					Present Ability				
	NP	A	WA	W/OA	P	NP	A	WA	W/OA	P
	1	2	3	4	5	1	2	3	4	5
56. Develop accurate progress charts of individual student progress in all courses, to include problems and specific concerns on an on-going basis.	1	2	3	4	5	1	2	3	4	5
57. Use staff from area university to assist in material adaptation and program planning.	1	2	3	4	5	1	2	3	4	5
58. Know local labor market trends and placement opportunities and problems.	1	2	3	4	5	1	2	3	4	5
59. Know vocational vocabulary.	1	2	3	4	5	1	2	3	4	5
60. Know safety procedures in relation to equipment.	1	2	3	4	5	1	2	3	4	5
61. Know how to write a proposal.	1	2	3	4	5	1	2	3	4	5
62. Develop alternatives to reading instruction.	1	2	3	4	5	1	2	3	4	5
63. Develop post-secondary programs.	1	2	3	4	5	1	2	3	4	5
64. Willingness to depart from traditional teaching strategies.	1	2	3	4	5	1	2	3	4	5
65. Plan in-service programs for regular class teachers.	1	2	3	4	5	1	2	3	4	5
66. Conduct follow-up contacts with EMR's after graduation.	1	2	3	4	5	1	2	3	4	5
67. Develop alternative post-secondary vocational training opportunities for EMR's.	1	2	3	4	5	1	2	3	4	5
68. Conduct flexible learning experiences (be able to quickly adjust to student needs).	1	2	3	4	5	1	2	3	4	5
69. Respond to individual student needs.	1	2	3	4	5	1	2	3	4	5
70. Relate classroom instruction to life.	1	2	3	4	5	1	2	3	4	5
71. Develop special education vocabulary.	1	2	3	4	5	1	2	3	4	5
72. Develop cooperation with other departments.	1	2	3	4	5	1	2	3	4	5

Competency/Task/Attitude	Ability Needed					Present Ability				
	NP	A	WA	W/OA	P	NP	A	WA	W/OA	P
	1	2	3	4	5	1	2	3	4	5
73. Develop instructional units which will assist students in developing decision-making abilities.	1	2	3	4	5	1	2	3	4	5
74. Develop leisure time activities.	1	2	3	4	5	1	2	3	4	5

Appendix G

Visitation Guides

PARTICIPATING TEAM VISITATION SCHEDULE

	Date/Time	School	Travel Arrangements
A.	10/14/74 - 10:00 a.m.	VTAE District I	Leave at 9:00 a.m.
B.	10/21/74 - ?	Eau Claire North	?
C.	10/23/74 - 10:30 a.m.	Madison East	Leave Menomonie 5:45 a.m. Leave Eau Claire - 6:15 a.m (Diane) Dinner in Madison at 6:30 p Stay in Racine Motor Inn on Wednesday and Thursday even
D.	10/24/74 - 8:00 a.m.	Board Office/Racine Public Schools	
	10/24/74 - 1:30 p.m.	Gateway Technical Institute - Racine	
	10/25/74 - 7:00 a.m.		Leave for Menomonie
E.	10/30/74 -11:00 a.m.	Oshkosh West	6:00 a.m. Leave Menomonie 6:30 a.m. Leave Eau Claire (Diane) Return to Menomonie after Dinner meeting

VTC-EMR
Orville Nelson

CASE STUDY DATA FOR WORKSHOP II

Introduction: During the second workshop in January we want to have you work with information on one or more EMR students from your school. It would be preferable if the student(s) were enrolled in a team member's class. You will study this information and develop modifications in existing instructional materials and services or new materials. Be sure to follow your local procedures in securing the data. It is not necessary for you to idenfity the student by name - use a code name or number.

Data which you may want to include in your case study (Obtain the information which will be useful to your team):

1. Age
2. Grade level
3. Sex
4. Test scores
    a. I.Q.
    b. Reading level
    c. Math level
    d. Other performance and ability scores
    e. Interests
    f. etc.
5. Summary of teachers' comments, especially those from special and vocational educators
6. Family background
7. Activities or achievements relevant to vocational instruction
8. Social skills
9. Other information you feel is of value

SPECIAL EDUCATOR AGENDA

Special Educator _____ Date _____

School _____

Check when completed

_____ I. Specific Information Needed for Project:

_____ II. General Questions Teachers May Have:

_____ III. Review Their Program

_____ IV. What Career Education Experiences Are Included In the EMR's Program? (Awareness, exploration, job preparation.)

_____ V. What Vocational Preparation is Included In the EMR's Program? (Include prevocational, work study, sheltered workshop, etc.)

_____VI. What Vocational Preparation Needs Do EMR's Have?

_____VII. How Can Vocational Educators Help to Meet These Vocational Education Needs?

_____VIII. How are Vocational Education Experiences Selected for EMR's?

_____IX. What Types of Information Do You Use and Need in Teaching EMR's?

_____ X. In What Form Do You Want This Information?

_____XI. What Assistance Do You Receive In Working With EMR's?

_____XII. What Instructional Resources Are Available?

_____XIII. Has Your Team Met: (Type of Team Activities)

_____XIV. Have Any Follow-Up Studies on EMR's Been Conducted? (Results)

_____XV. Assistance Needed:

VTC-EMR
10/10/74

ADMINISTRATOR AGENDA

Administrator_____ Date _____

School _____

Check when completed

_____ I. Special Information Needed:

_____II. General Questions on the Goals and Research Activities. (List)

_____III. Review the Sequence of Activities by Participating Team Members.

_____IV. Discuss Procedures for Paying Fees for Participating Team Members When They are In-session.

_____ V. During Summer Session, Ask for School Calendar.

_____VI. What are Your School Policies On the Use of Data By Staff and Researchers? (List)

_____VII. Is It Possible to Collect Additional Data?

_____VIII. Discuss Procedures for Work Evaluation Procedures for A Sample of EMR's. Can Pay for W/E for EMR's to Be in (Teachers) Class(es) Next Year.

A. Local W/E Unit? Cost?

B. At U.W.-Stout?

C. Travel Arrangements?

D. Cost at Local Unit?

E. Member to Be Processed.

F. Questions?

_____IX. Would It Be Possible to Add a Media Specialist?

_____ X. Could We Have a School Description?

_____XI. General Questions:

COUNSELOR AGENDA

Counselor _____ Date _____

School _____

Check when completed

_____ I. Special Information Needed:

_____ II. Review Any General Questions About the Project. (List)

_____ III. Regulations on Use of Data on Students

A. By Special Educators

B. By Teachers

C. By Counselors

D. By Outside Researchers

_____ IV. What Types of Data are Available on Students?

A. Standard Testing Program? (list elements)

B. Ability Tests? (I.Q. etc.)

C. Reading Tests (Name and Times Administered)

D. Math Tests (Name and Times Administered)

E. Interest Tests (Name and Times Administered)

F. Other

_____ V. Services Available From Other Professionals - School Psychologist, etc.

_____VI. What is Your Role in Job Placement?

_____VII. Are You Involved in Team Meetings (especially the VTC-EMR Team)?

_____VIII. What Should the Counselors Role be on the VTC-EMR Team?

_____IX. Discuss the Case Study Format for January Workshop.

_____ X. General Questions:

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TEACHER AGENDA

Teacher _____ Date _____

Field _____ School _____

Check when completed

_____ I. Specific Information Needed for Project:

_____ II. General Questions Teacher May Have.

_____ III. Review the Program in Which the Teacher Works.

_____ IV. In Which Classes are EMR's Included?

_____ V. What Modifications are Made For EMR's?

_____ VI. What Problems Do You Encounter in Teaching EMR's?

_____VII. What are the Main Sources and Types of Assistance Received for Serving the Needs of the EMR?

_____VIII. What Type of Information Do You Use and Need in Teaching EMR's?

_____IX. In What Form Do You Want This Information?

_____ X. Has Your Team Met? (Type of Team Activities)

_____XI. What Curriculum Development Process Do You Use?

_____XII. What Instructional Resources are Available?

_____XIII. Type of Facility.

_____XIV. Assistance Needed:

Appendix H

Workshop II Materials

11/7/74

AGENDA
WORHSHOP II
FOR
VOCATIONAL TEACHER COMPETENCY - EMR PROJECT

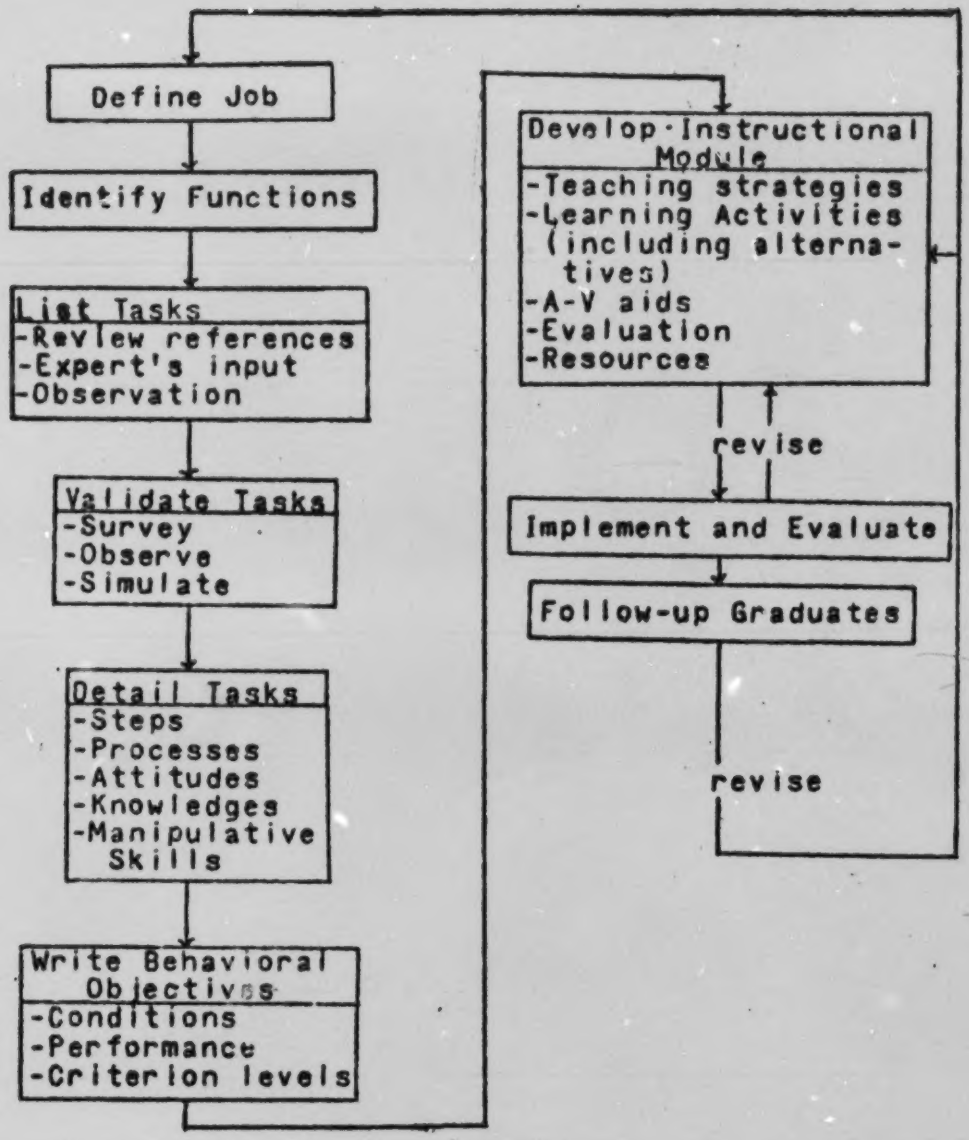
Dates: Monday and Tuesday, January 27 and 28, 1975

MONDAY

8:00 a.m.	Registration, Complete Travel Forms, Coffee
8:30 a.m.	Orientation to workshop schedule and arrangements
9:00-10:00 a.m.	Groups leadership and management skills
10:00-10:15 a.m.	Coffee Break
10:15-12:00 noon	Group leadership and management skills
12:00- 1:15 p.m.	Lunch at Commons
1:15- 3:00 p.m.	Task Analysis A. Procedures B. Apply to an occupation
3:00- 3:15 p.m.	Coffee Break
3:15- 5:00 p.m.	Appraising reading levels and modifying instructional materials A. Procedures B. Apply to instructional materials used by tne team C Modify reading levels of materials used by the team
5:00 p.m.	Adjourn
5:30 p.m.	Dinner at the Commons
7:00- 9:00 p.m.	Work sample experience

TUESDAY

8:30- 9:30 a.m.	Mediating instruction for EMR's
9:30-12:00 noon	Develop instructional materials for one or more EMR students in the team member's classes
10:30-12:00 noon	Alternative Session for Counselors A. Career Education for EMR's
12:00- 1:15 p.m.	Lunch at the Commons
1:15- 2:30 p.m.	Alternative Sessions A. Proposal Writing B. Strategies for Teaching EMR's C. Modifying Instructional Materials D. Review Oregon Occupational Cluster Guides
2:30- 3:00 p.m.	Questions on group leadership skills
3:00- 3:30 p.m.	Reserve/set dates for Workshop III
3:30 p.m.	Adjourn
3:30 p.m.	Project staff available on proposal writing


Define Job
Identify Functions
List Tasks
-Review references
-Expert's input
-Observation
Validate Tasks
-Survey
-Observe
-Simulate
Detail Tasks
-Steps
-Processes
-Attitudes
-Knowledges
-Manipulative Skills
Write Behavioral Objectives
-Conditions
-Performance
-Criterion levels
Develop Instructional Module
-Teaching strategies
-Learning Activities (including alternatives)
-A-V aids
-Evaluation
-Resources
revise
Implement and Evaluate
Follow-up Graduates
revise

Adapting Reading Materials for EMR Students

by

Diane Johnson

VTC-EMR

January, 1975

UW-Stout

When textbooks are distributed and pages are assigned to be read, Educable mentally retarded students are usually "tuned out and turned off". Reading is a handicap, textbooks are stumbling blocks and motivation is lost. Frustration, poor work habits and behavioral problems in the classroom thrive.

The following series of material may be a helpful guide for special educators and vocational educators as they work with EMR students in the classroom.

Part I of the guide is material as it appears in the text, Power Mechanics, Pat H. Atteberry, Goodheart-Wilcox Company, Inc. When scanning the pages of the text, it does not appear to be difficult, but there is a lot of information given on each page. New vocabulary and diagrams to be read and interpreted are also presented. To the EMR with a reading handicap, frustrations and attitudes such as "I can't read it anyway" develop.

ENGINE BEARINGS

UNIT 6

1. Why special bearing surfaces are needed.
2. Roller bearings.
3. Ball bearings.

The term "bearing as it is applied to an engine or other machine part, may be defined as a device that supports or confines rotating, sliding, or reciprocating motion or parts.

Bearings must be designed to bear up under crunching loads, stay cool at dazzling speeds, and operate under conditions of heat and dirt. The bearing surface is usually a metal alloy which is softer than the steel shaft on which the bearing is to be used, and develops a minimum amount of friction while in con contact with the steel.

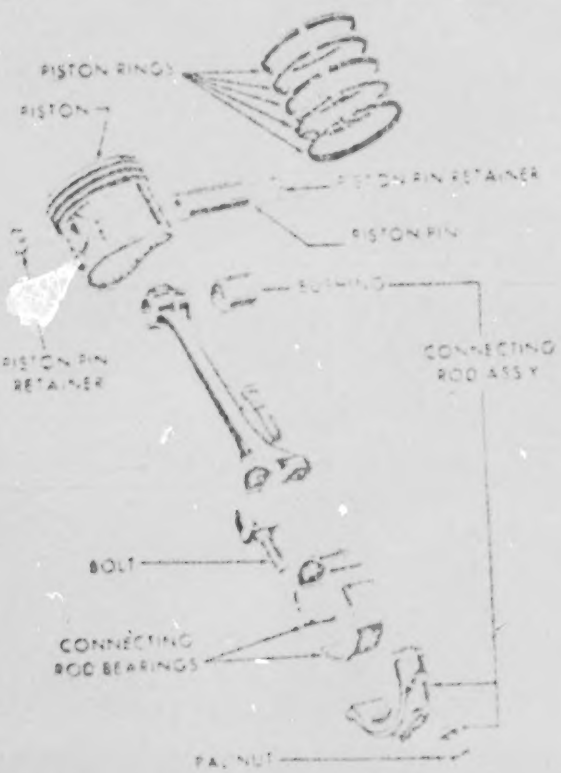


Fig. 6-1. Connecting rod in which bushing and insert-type bearings are used.

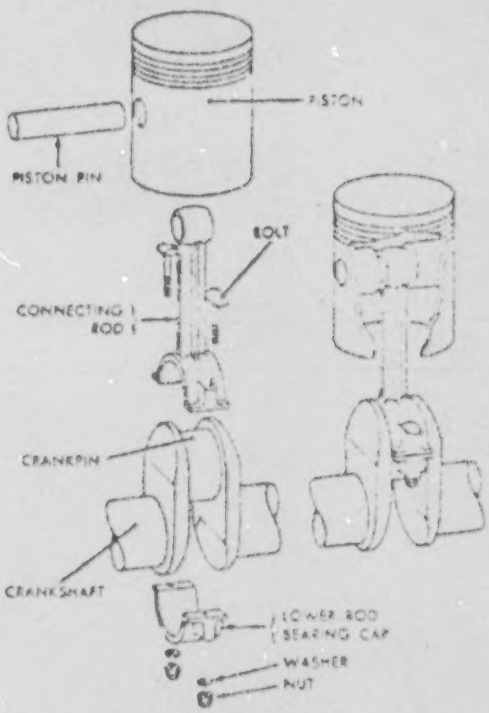


Fig. 6-2. Connecting rod assembly with two-piece solid bearing.

Two-piece engine bearings are of two principal types, the solid bearing or bushing, and two-piece insert or precision bearings, see Fig. 6-1, and 6-2. Some

types of two-piece bearings are designed to be adjustable by providing shims (thin strips of metal) which may be inserted or removed between the two bearing halves to change the diameter

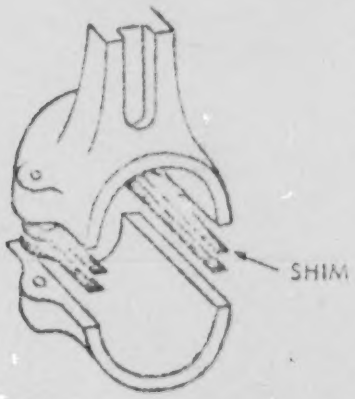


Fig. 6-3. Bearing in which shims are used to adjust diameter.

of the bearing. Fig. 6-3. Insert bearings which are made to precise dimensions require no size adjustment. Bearing replacement is done by simply removing the worn inserts and replacing them with new inserts of the proper size.

Bearings may be classified as:

1. Journal bearings which confine or support a revolving or oscillating shaft.
2. Guide bearings - which guide back-and-forth motion of a part or shaft.
3. Thrust bearings - which restrict the back-and-forth, or endwise clearance of a rotating shaft.

One way to help an EMR with a reading problem is to rewrite the material at a level the student can read and comprehend. Part II of the guide is the text material shown in Part I modified. It is divided into study guides- with rewritten vocabulary, changed format, and less information per page.

Using this study guide, the student can make notes, refer back to the important information, get student help if he needs it or ask the instructor for assistance.

PART II - MODIFIED TEXT

ENGINE BEARINGS Pgs. 53 and 54

A bearing, as it is used in an engine or any other machine part, is a device on or in which another parts slide.

Bearings are made to hold up under heavy loads, stay cool at fast speeds, and move when heat and dirt are present.

The bearing is made of a metal alloy which is softer than the steel shaft on which the bearing is to be used. In this way, there is a smaller amount of heat and wear on the steel shaft.

There are two main kinds of two-piece engine bearings, the solid bearing or bushing, and two-piece insert or precision bearing.

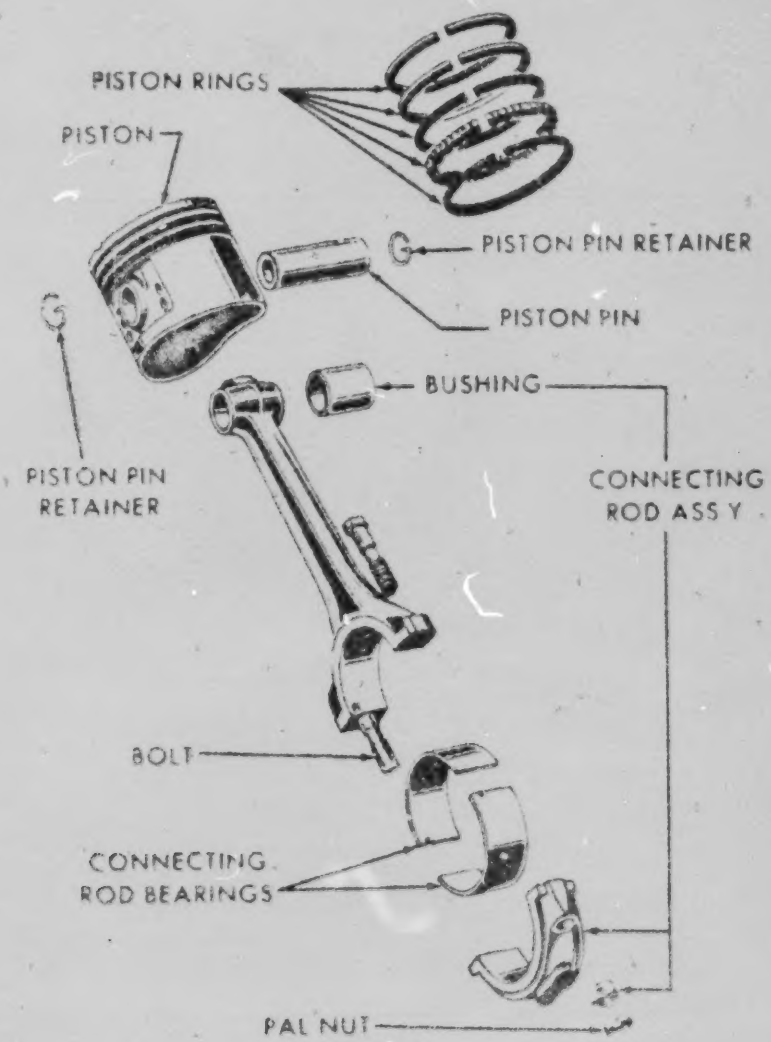


Fig. 6-1. Connecting rod in which bushing and insert-type bearings are used.

Two piece insert or precision bearings

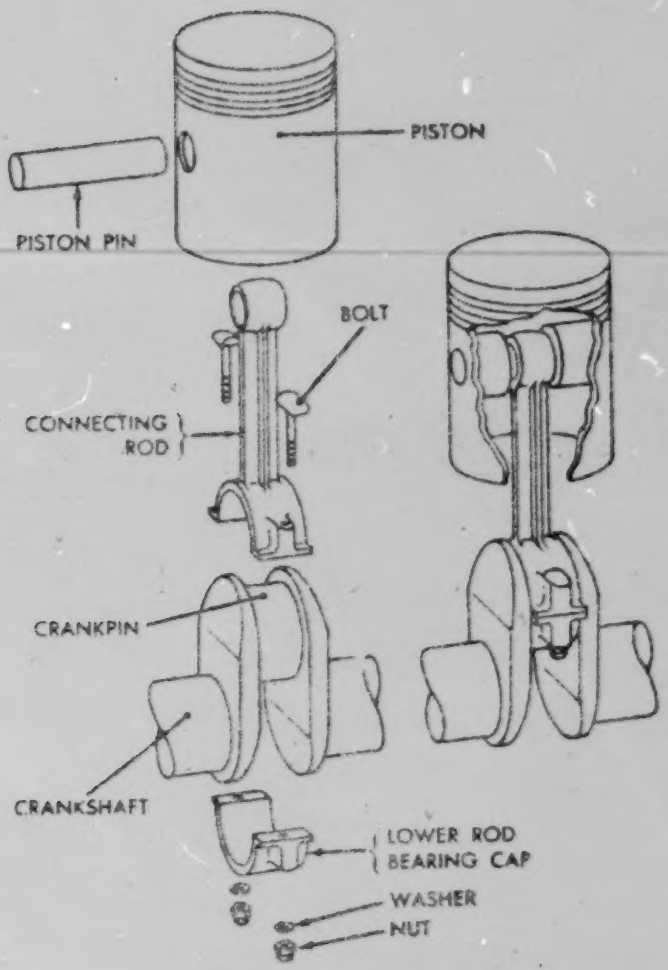


Fig. 6-2. Connecting rod assembly with two-piece solid bearing.

Some kinds of two-piece bearings are made to be adjustable by the use of shims (thin strips of metal). Shims may be put in or taken out from between the two bearing halves to change its size to get the bearing to fit right.

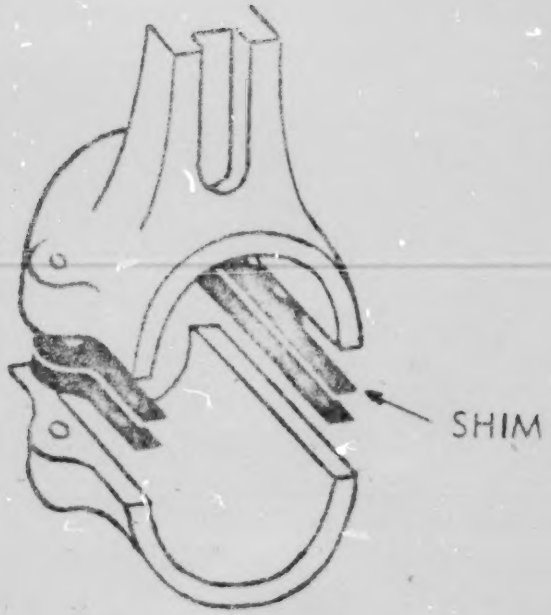


Fig. 6-3. Bearing in which shims are used to adjust diameter.

Two-piece insert bearings which are made to the exact size need no size changes. To replace a two-piece insert bearing, a person must remove the worn inserts and replace them with new inserts.

Three main groups of bearings:

1. Journal bearings which hold or support a turning shaft.
2. Guide bearings which guide the back-and-forth motion of a part or a shaft.
3. Thrust bearings which hold the ends of a shaft in place.

TWO KINDS OF TWO-PIECE ENGINE BEARINGS

1. Solid bearing or bushing.

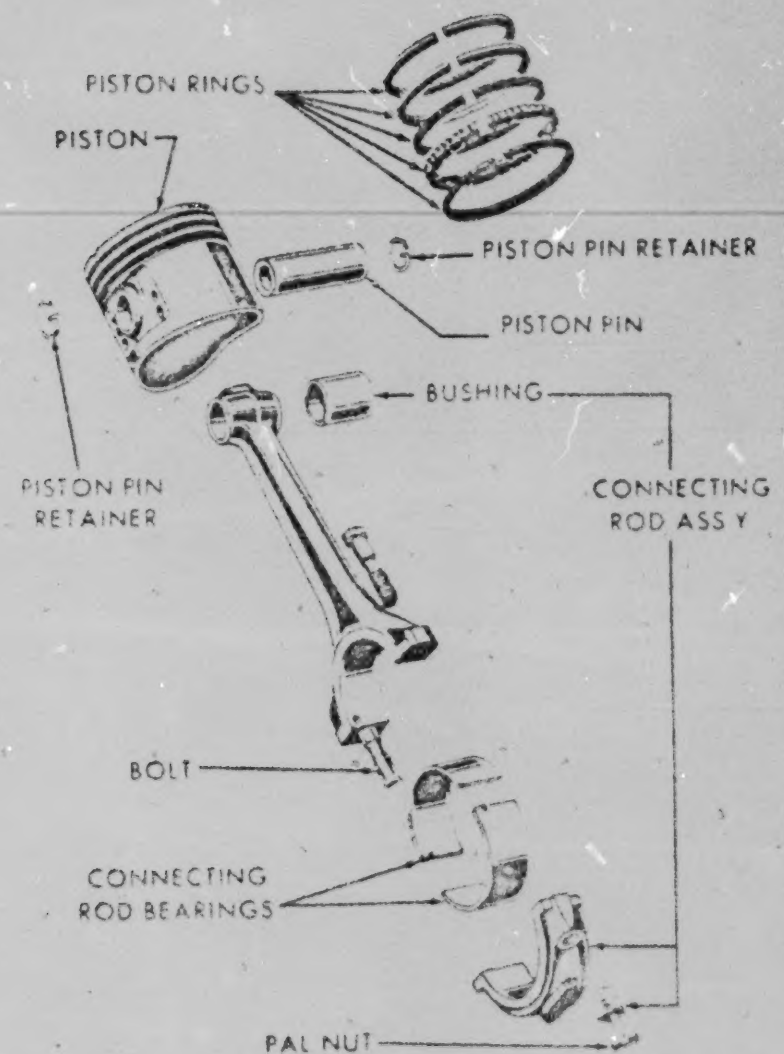


Fig. 6-1. Connecting rod in which bushing and insert-type bearings are used.

2. Two-piece insert or precision bearing.

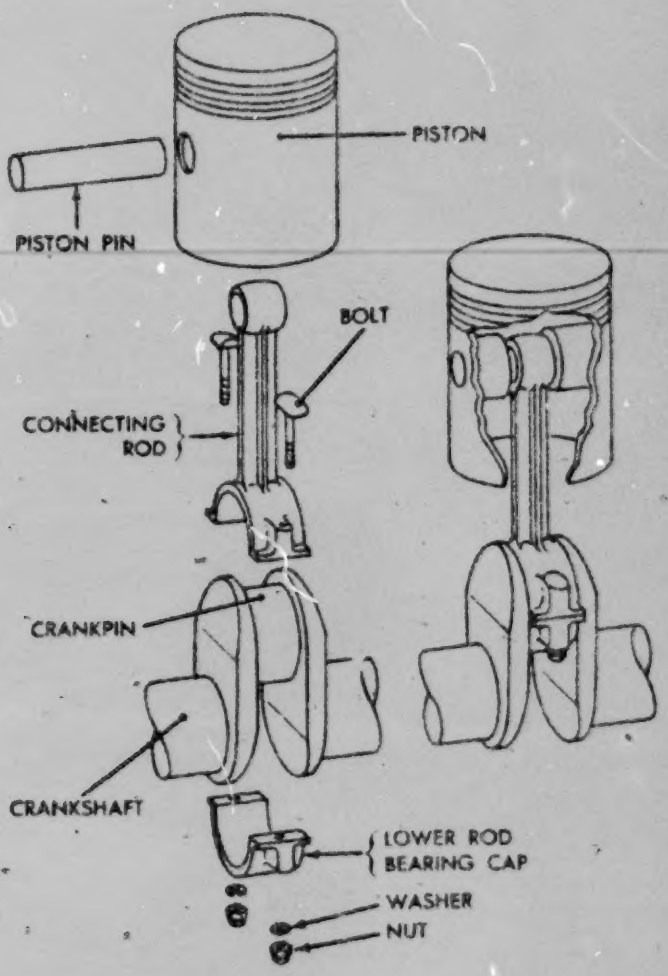


Fig. 6-2. Connecting rod assembly with two-piece solid bearing.

Some two-piece engine bearings can be adjusted by using shims. Shims may be put in or removed from between the two bearing halves to make the right size for the shaft.

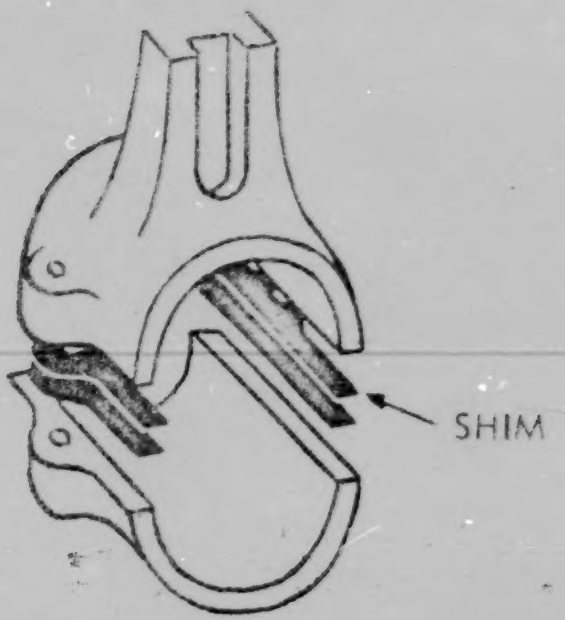


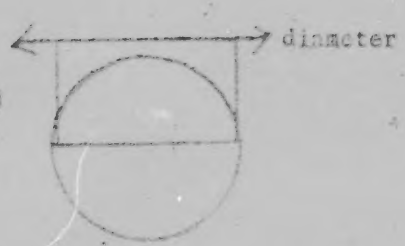
Fig. 6-3. Bearing in which shims are used to adjust diameter.

Insert bearings can be replaced by taking out the worn inserts and putting in new inserts of the right size.

ADJUST: To make changes so that parts fit

SHIM: A thin strip of metal. (See Fig. 6-3)

DIAMETER: The distance through a round object



Part III of the guide is the text material in Part I modified into study guides using outline and note form. Once again the material is broken down into simplified concepts, stressing what the instructor feels to be beneficial to the student. Vocabulary in simplified wording is presented at the bottom of the page for the student to refer to.

When using these study guides, the student can make his own notes on them. He can put in arrows, lines, sketches or any other information that will help him.

PART III -

MODIFIED TEXT IN OUTLINE AND NOTE FORM

ENGINE BEARINGS

UNIT 6 Pgs. 53 and 54

Bearing: A part on or in which another part slides.

Bearings are used to:

1. Hold up under heavy loads.
2. Stay cool at fast speeds.
3. Move when heat and dirt are present.

Bearings are made of a metal alloy. The metal alloy is softer than the steel shaft on which the bearing is to be used.

VOCABULARY

METAL ALLOY: Two or more metals melted together to make a mixture.

SHAFT: A bar supporting or transmitting motion to a mechanical part. (The drive shaft of an engine).

THREE MAIN GROUPS OF BEARINGS

1. Journal bearings: Hold or support a turning or spinning shaft.

2. Guide bearings: Guide the back-and-forth movement of a part or a shaft.

3. Thrust bearings: Holds the end of a shaft in place. Stop shaft from moving back and forth.

Part IV of the guide is actual demonstrations of audio-visuals to be used with the study guides in Parts II and III.

1. Transparencies
2. Slide presentation
3. Video tape presentation

Audio-visuals reinforce what the instructor has presented or stated and what has appeared on the study sheets. They can also be used for individual study; study with student help and study with the instructor's assistance.

Part V depicts one way in which vocabulary can be introduced and reinforced. Information in Part V was taken from the text, METALWORK, TECHNOLOGY AND PRACTICE, Oswald A. Ludwig, Willard J. McCarthy, McKnight & McKnight Publishing Company.

Vocabulary can be introduced to a student through various media. For a student who has normal reading skills, most of his vocabulary is developed through the use of these skills. When reading and the use of reading skills is a handicap, other approaches must be pursued to develop vocabulary.

For an EMR student, vocabulary introduced and reinforced through telling, demonstration, audio-visuals and hands on is the most meaningful.

The following is a guide for the instructor working with EMR students who have difficulty in reading the printed materials in a text.

A. Reading:

1. Re-write the text material on a readability and comprehension level for an EMR student.
2. Put the main ideas from the text in simplified note form on study sheets.

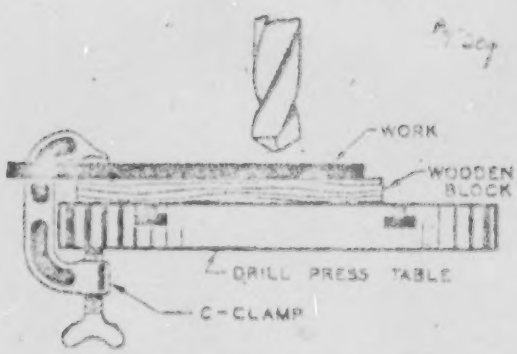
B. Explanation of Term:

Put the word on a chalkboard, followed by the definition. Keep the definition simplified and related to the vocational course or occupation.

C. Showing:

If possible, show the actual item and have it labeled.

EXAMPLE: C-Clamp - holds the work to the table of the drill press.



Holding Flat Work with a C-Clamp

D. Audio-Visual:

Have a slide or overhead transparency showing the C-clamp and its use. (This can be part of a basic presentation identifying various tools and equipment and their uses. The student can study the slides individually until he can distinguish the tool from others, spell the name of the tool and explain the use of the tool).

E. Demonstrate:

Show how it works and what it is used for.

F. Hands On:

Student works with the item.

G. Manipulate the Student's Hands:

If necessary, help the student operate the item.

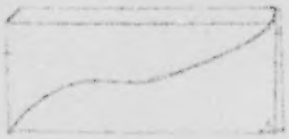
EXAMPLE: Tightening or loosening the clamp; putting it in the correct position to hold the work piece in place.

An individualized vocabulary list, kept by the student, is helpful to the student and instructor. As the student encounters a new word, he adds it, its definition and sometimes a sketch of it, to his word list. He can then work on his vocabulary list independently, with student help or with the instructor's assistance. The instructor checks the list and the student's progress periodically, orally or written.

EXAMPLE: C-Clamp: Holds work to table of the drill press.

Coping Saw:

Contour Cuts: Curved line cuts



TIPS

1. Vocational instruction should focus on the skills and knowledges students need in order to do a specific job. Use a task analysis to determine what is essential. Write your objectives to develop these essential skills and knowledges. A test question for all content is "Does the student need to know or be able to do this in order to perform on the job?"
2. Instructional objectives set up the framework for good teaching. Define what you want student to learn. This includes what a student can do (behavioral objectives) and what he can understand (cognitive objectives).
3. Objectives should use a sequence of easily attainable objectives to achieve your ultimate objective.
4. Know the skill and ability level of your students.
5. Have enough learning materials and direct experiences for students to achieve the objectives.
6. Let the students know what your objectives are, what you want them to know.
7. Relate past knowledge and skills to present situation or learning experience.
8. Small group instruction is better than large group instruction.
9. Use audio-visuals whenever possible.
10. Begin each day with a general briefing for the total class. A review of yesterday's lecture or skill maybe helpful.
11. Set aside time each week for students to catch up.
12. Keep all input short and clear. Don't go ahead until you have received feedback from the students that they understood previous lesson, demonstration or skill.
13. Lectures should be broken up into five to ten minute segments.

14. When using a chalkboard or handouts, complete the notes so they are clear.

Example:

Notes on Carburetor Vacuums

Not enough clues	Sufficient clues
Carburetor	Venturi Vacuum (controls distributor advance)
throttle — Vacuums	2 vacuums in a carburetor
Venturi / Manifold	1. Venturi 2. Manifold
distributor — advance	High (throttle open) Low / Low (throttle closed) High

15. If a demonstration involves a small manipulation that only a few students can see, it is better to repeat it for a few students at a time.
16. If a demonstration involves several steps and students are expecting to do those steps following the demonstration, it is better to demonstrate just a few of the steps, then have the students perform those steps, then add further steps.
17. Encourage students to ask questions during and after a demonstration.
18. When students do a skill themselves, there should be teacher supervision or a competent student supervisor on hand.
19. Audio-visual aids are most effective when kept short.
20. Always feel free to stop any form of audio-visual at any point to clarify or reinforce.
21. When a text is too difficult, the material should be reduced and simplified on study sheets.
22. What happens after an instructional activity is even more important than the initial instruction itself because it determines the quality and frequency of future student performance.

23. Tests do not need to be paper and pencil tests. They may be given orally and answered orally.

24. Even though a student tests at a certain reading grade point, comprehension ability must be considered.

    ex: Orally ask student questions about a passage after he has completed the reading. Also, observing the student carefully maybe a clue to you that he is not comprehending what he has read.

25. Constantly observe students to see if they are comprehending what is said or shown. When you can tell students are confused, take time to review and encourage students to ask questions. Ex: I know this is new and hard to understand so we'll go over it again.

26. Repeat concept or skill in different ways; using lectures, audio-visuals, demonstration, etc.

27. Never down grade a student's answer. Ex: "You're on the right track or Perhaps we can put it another way."

28. Use student tutors when possible.

29. Have student helpers aid small groups in your class.

30. When making projects, at first use 1/2", 1" etc: finer, precise measuring may cause students and you many problems.

31. When recipes call for small measurements, doubling the recipe for students' use, may make measuring easier at first. Ex: 1/8 tsp. to 1/4 tsp.
    1/4 C to 1/2 C

32. Don't be in a hurry to finish a unit or chapter. You may loose the whole purpose of your instruction.

33. Set up individual projects based on the student's ability. Perhaps let him choose one from two or three you chose.

34. Label tools and equipment in your room to familiarize students with the name and spelling of the workpiece.

JOB

JOB - The activities and responsibilities carried out by an individual.

EXAMPLES:

Teacher

Chef

Auto Mechanic

LPN

Draftsman

Clerical Assistant

FUNCTION

A Function major cluster or set of like tasks performed in a job.

EXAMPLE: Job - Teacher

Functions - Developing Curriculum

- Developing Courses
- Developing Instructional Materials
- Evaluating

TASK

A Task is the smallest convenient unit of job activity that has a discrete purpose.

EXAMPLES:

Bake an Angel food cake

Write a multiple choice test

Turn a taper

Type a letter

Fill out a purchase order

Take a patient's blood pressure

Adjust master cylinder on combine.

SUGGESTIONS FOR STATING TASKS

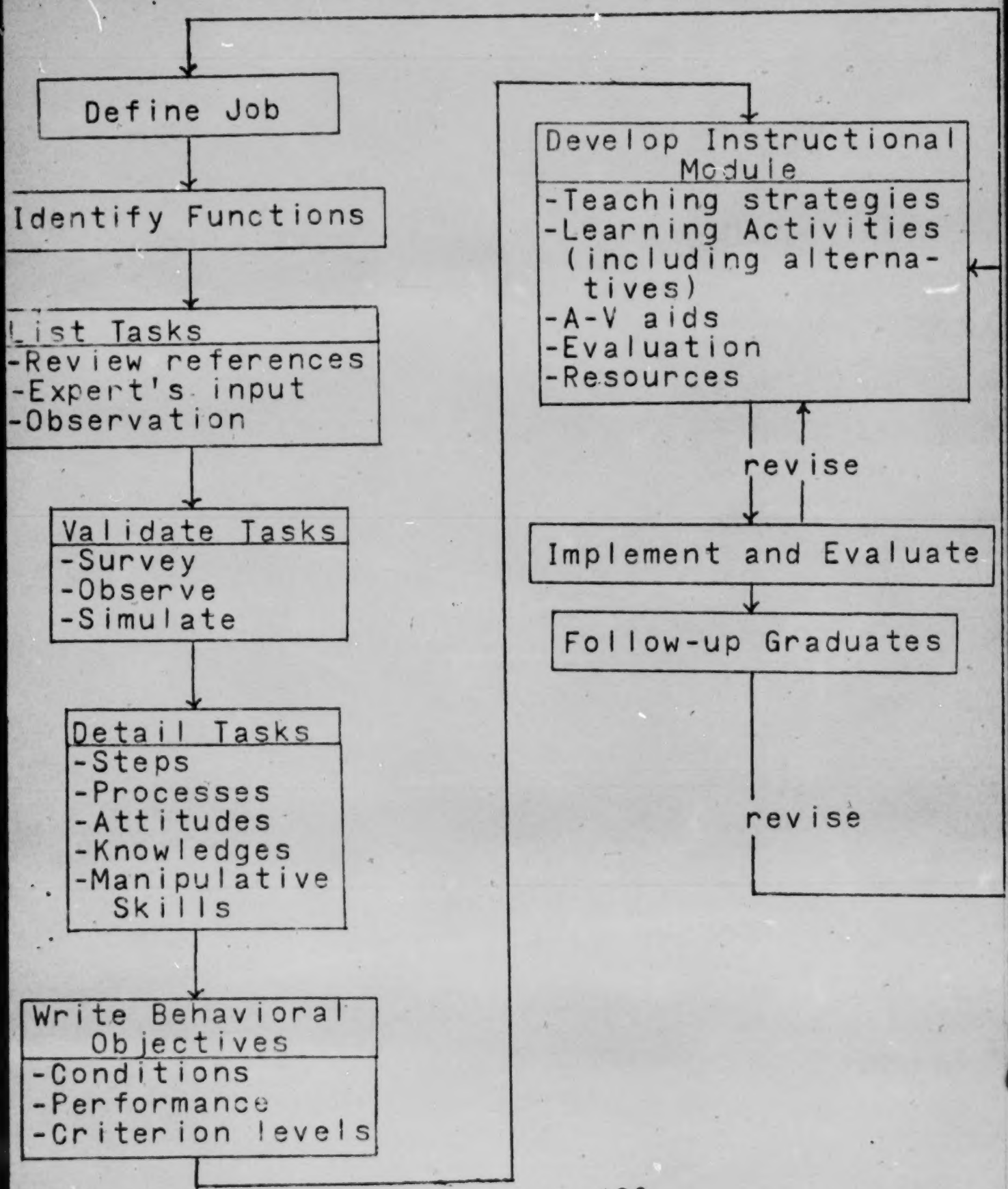
1. Make statements clear and concise

2. Use terminology that is consistent with current usage in the career field.

3. Write in present tense - operate not operates

4. Do not place two tasks in the same statement. (Check for two or more verbs in the same statement)

5. Avoid listing activities that are too specific. (Check to see that each task is a complete job element)


Define Job
Identify Functions
List Tasks
-Review references
-Expert's input
-Observation
Validate Tasks
-Survey
-Observe
-Simulate
Detail Tasks
-Steps
-Processes
-Attitudes
-Knowledges
-Manipulative Skills
Write Behavioral Objectives
-Conditions
-Performance
-Criterion levels
Develop Instructional Module
-Teaching strategies
-Learning Activities (including alternatives)
-A-V aids
-Evaluation
-Resources
revise
Implement and Evaluate
Follow-up Graduates
revise

TASK ANALYSIS WORKSHEET

Statement of Task Performance

TASK: Weighs and measures designated ingredient

Sub-Task: Level II - Measures liquid and dry ingredients

REQUIRED: Standard 1 cup liquid measure, water; 1 standard tablespoon, flour cannister with flour, spatula, wax paper; 1/3 standard dry measure, shortening spoon, bowl

CRITERIA: The Student will measure one standard cup of water, 1 standard measuring tablespoon of flour and 1/3 standard cup of shortening

Skills/Steps/Knowledges

SKILL: 1. Measure 1 cup of water

STEPS: 1a. Choose 1 standard liquid cup.

KNOWLEDGE: The liquid cup having a visible mark at the one cup level and headroom for excess water.

1b. Run water into cup from the faucet. Stop as close as possible to the one cup mark.

1c. Place cup on flat counter

1d. Bend down until 1 cup mark is at your eye level

The top of the water will curve in a little at the middle. This middle mark should be exactly at the one cup mark.

1e. Pour out water if you are over the 1 cup mark

1f. Add water with spoon if you have less than one cup.

SKILL: 2. Measure 1 tablespoon of flour

STEPS:

2a. Tear off piece of wax paper

2b. Choose measuring tablespoon

2c. Open flour cannister

2d. Scoop flour into tablespoon until the spoon is rounded with flour

2e. Choose spatula

2f. Hold spoon and spatula over wax paper

2g. Scrape spatula evenly across top of flour in spoon

2h. Level flour with spatula

SKILL: 3. Measure 1/3 standard cup shortening.

STEPS:

3a. Choose 1/3 standard cup

3b. Moisten cup with water

3c. Shake out excess water

3d. Pick up large spoon

3e. Scoop shortening into 1/3 cup

3f. Fill cup so it is rounded with shortening

3g. Poke spoon down into shortening 3 times

KNOWLEDGE: 3g. will reduce air holes.

3h. Pick up spatula

3i. Smooth shortening across the top with the spatula

3j. Check to see that the cup is full

3k. Scoop shortening out of cup into bowl

3l. Scrape shortening from sides of cup into the bowl.

LEARNING ACTIVITY GUIDE

Job: Cook Helper

Student
Name_____
Date_____

TASK: Measure 1 standard cup water. Measure 1 tablespoon of flour. Measure 1/3 standard cup of shortening.

OBJECTIVE: You will be given standard measuring utensils. You will measure one cup of water. You will measure 1 tablespoon of flour. You will measure 1/3 cup of shortening. You will measure accurately. Accurately means the right amount.

OVERVIEW: Part of a cook's helper job is to measure foods. You will measure dry foods with different measures than those for liquid foods. These measures will be called standard. Standard ones are not the cups and spoons you use for eating. They are special utensils. They help you measure the right amount each time. When food is not measured accurately, it can taste bad.

STUDENT-INSTRUCTOR OPTIONS:

1. Student-instructor conference.

2. Video-tape - Measuring Foods

_____

3. Text: Self Directed Learning Package: "Learning to Measure Foods"

OPTIONAL READING:

1. Look at quest activities in booklet, "Liquid and dry measure"

2. _____

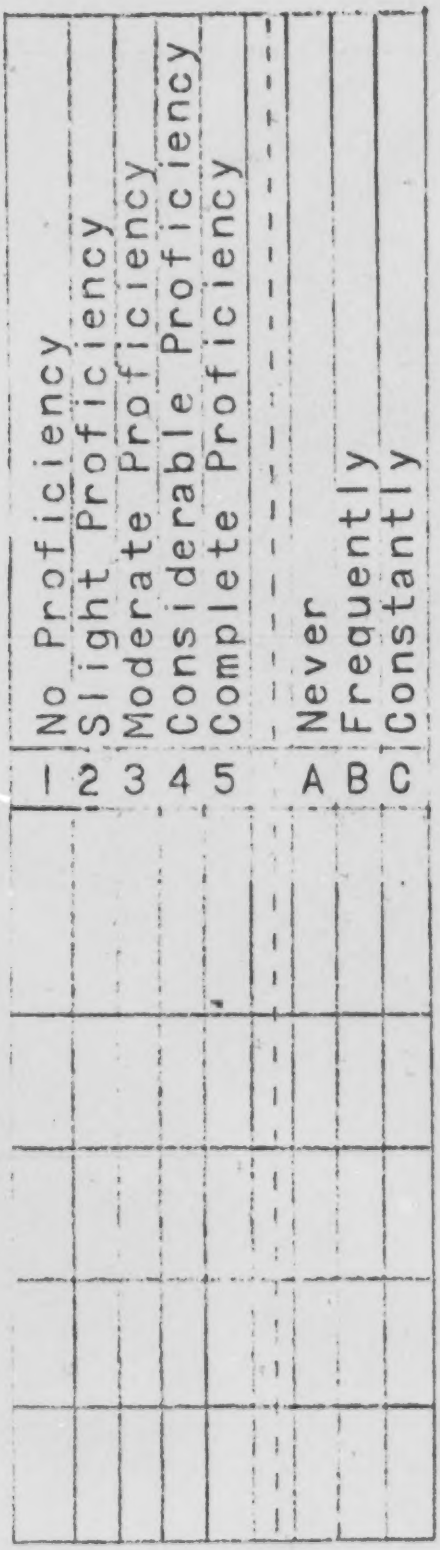
EQUIPMENT: Standard liquid 1 cup measure, water; flour in cannister, standard 1 tablespoon measure, wax paper, spatula; 1/3 standard dry cup, spoon, bowl, shortening, spatula.

JOB: Cook Helper
DOT: 317.887
CODE: A 1-29

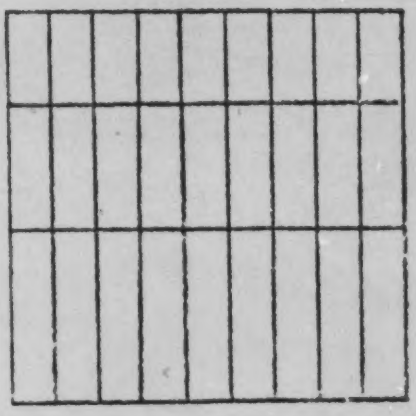
TASKS

1. Assist in preparing food under the direction of the Head Cook
2. Make ready food for cooking by washing, peeling and cutting
3. Clean, cut and grind meat, poultry and seafood
4. Dip food item in crumbs, flour and batter to bread
5. Stir and strain soup and sauce

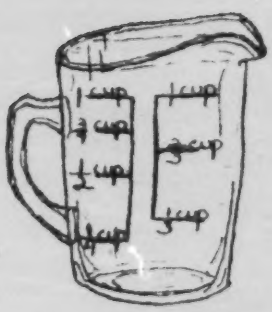
Proficiency Frequency



6. Weigh and measure designated ingredients
7. Carry pan, kettle and tray of food to and from work station
8. Fill, serve and control food from steam table



LIQUID AND DRY MEASURES



LIQUID AND DRY MEASURES

Let's go into the kitchen now. We are going to talk about liquid and dry measure. Most of the tools for this kind of measuring are in the kitchen. In order to understand cooking recipes, we need to understand liquid and dry measure. We use liquid and dry measure in other ways, too, such as measuring gas and oil for cars.

TOOLS OF DRY AND LIQUID MEASURE

First, let's talk about cooking measures. What kinds of things do we measure? Most of the ingredients (things we mix together when cooking) are measured in teaspoons, tablespoons, and cups. These are part of dry and liquid measure. Usually, the cooking recipe will list the ingredients first. Later it will tell how to mix them.

Liquid and dry measure means that the ingredients are either liquid (wet) or dry (powdery). Salt, sugar, flour, baking soda, baking powder, and brown sugar are some of the dry things that we measure for cooking. We measure such liquids as milk, water, vanilla, and shortening.

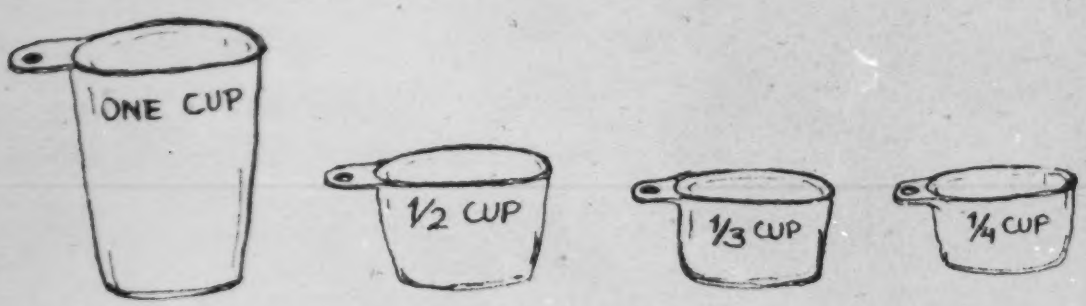
A teaspoon is the first tool that we will talk about in liquid and dry measure. We can break the teaspoon down into smaller parts. A dash is just a very small part of the teaspoon. It is actually 1/16 of a teaspoon. An easy way to measure a dash is to shake a little of the ingredient into your hand.

The common parts of a teaspoon are ¼ teaspoon and ½ teaspoon. In your kitchen, there is probably a set of these measuring spoons. The spoons come in plastic or metal. There are usually four spoons in a set: ¼ teaspoon, ½ teaspoon, 1 teaspoon, 1 tablespoon. Three teaspoons make a tablespoon.

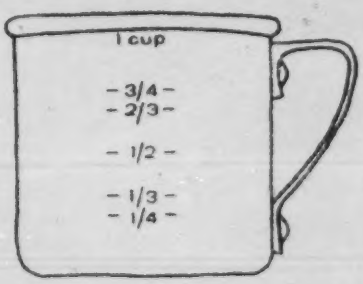
CUPS AND PARTS OF CUPS

A cup is the next largest tool of liquid and dry measure. A dry measuring cup is made to be filled right to the top. It may be made of plastic, metal or glass. A liquid cup should be made from glass so you can see the liquid. It has marks along the side for each part of the cup. This way you can bend down and measure at eye level. If you do not look at eye level it will look as if you have less liquid than you actually have.

Like teaspoons, cups are broken down into parts of cups for measuring. There are 16 tablespoons in a cup. Some common parts of cups are ¼ cup, 1/3 cup, ½ cup, and 3/4 cup. How is your cup measure set up? Is it one cup, with parts of cups marked on the side? Or do you have separate parts of cups--that is a ¼ cup measure, a 1/3 cup measure, a ½ cup measure, a 3/4 cup measure, and a one cup measure? Either kind of measuring tool will work.



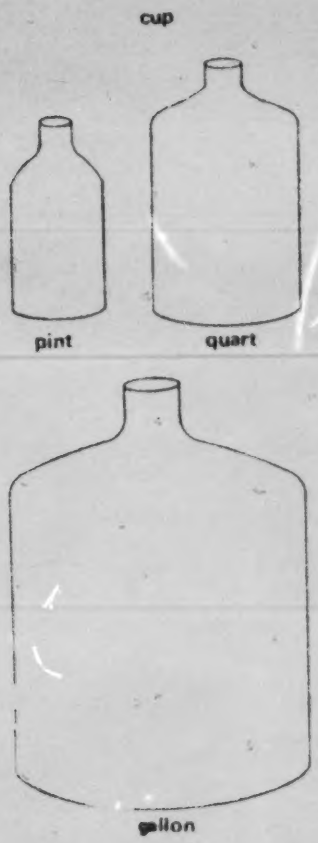
SEPARATE PARTS OF CUPS



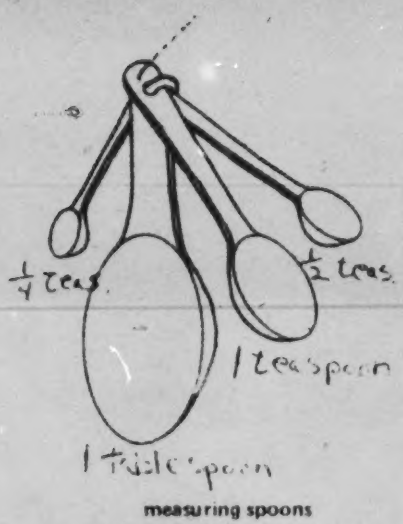
ONE CUP WITH PARTS OF CUPS MARKED ON THE SIDE

LIQUID CUP MEASURE

DRY CUP MEASURE



LIQUID CAN BE MEASURED IN PINTS, QUARTS AND GALLONS.



SET OF MEASURING SPOONS

TURN TO THE NEXT PAGE TO SEE HOW LIQUID IS MEASURED

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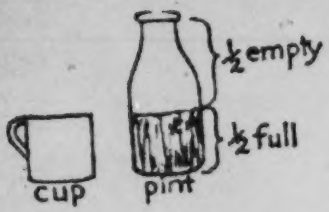


Some of the food you buy is sold in liquid measure.

1 pint	2 cups	1 pt.	2 c.
1 quart	2 pints	1 qt.	2 pt.
1 gallon	4 quarts	1 gal.	4 qt.

Two cups are one pint.

2 C. 1 pt.

Two pints are one quart.

2 pts. 1 qt.

Two quarts are one-half gallon.

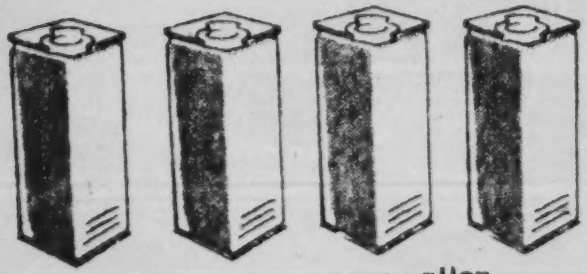
2 qts. 1 half-gal.

2 - 1/2 gals.

Two half-gallons

1 gal.

1 gallon



Four quarts are one gallon.

4 qts. 1 gal.

METHODS OF MEASURING FOODS

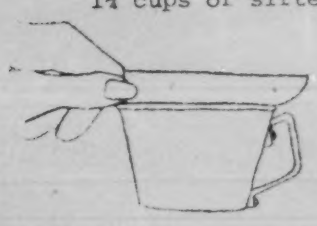
Leveling and sifting

When you measure dry ingredients with any measuring tool, there is something very important to remember--make your measures level. A cream sauce recipe needs "two tablespoons of flour." This means two level tablespoons of flour. When you put your spoon into the flour you pull out a big, rounded spoonful. To make the tablespoon level, slide a knife across the top of the spoon. Do not shake or knock the ingredient to level it--use a knife.

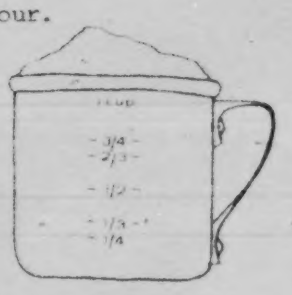
If you do not level your tool, you will leave the spoon heaped with the ingredient. Sometimes the recipe will ask for a heaping measure, such as a "heaping tablespoon of flour." Then you would not level your tool. Of course, there is more in a heaping tablespoon of flour than in a level tablespoon.

We must remember to level a cup when we measure dry ingredients, just as we did the teaspoon and tablespoon. Also, when using cups, the recipe may say sift or it may tell you to sift ingredients together.

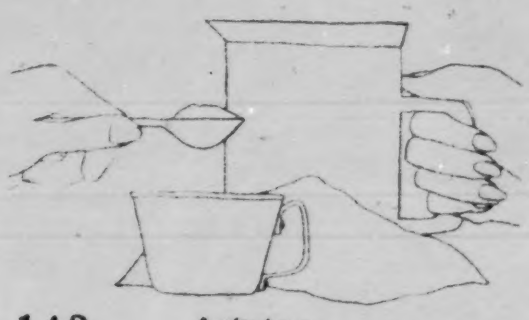
Sifting makes ingredients lighter and fluffier. It makes a difference when you sift, too. For example, the receipt may say "1 cup sifted flour." Sift about one cup of flour. Then measure it. Empty the flour into your bowl. Do not measure the ingredients before you sift, because a cup of unsifted flour is equal to almost 1¼ cups of sifted flour.



A level cup



A heaping cup



A sifted cup

Leveling and sifting

There are some abbreviations we should remember in cooking measurements. The smallest measure, the teaspoon, is abbreviated "t". Tablespoon's abbreviations is "T". Sometimes we use the abbreviations "tsp. and tbsp." for teaspoon and tablespoon. The abbreviation for cup is "c". These abbreviations are used in recipes, so it is a good idea to learn them.

Measuring Liquid

1. Use a measuring cup with a pouring spout and marks along the side.
2. Check the measure at eye level.

Measuring Dry Ingredients

1. Use a measuring cup (without a pouring spout) that can be leveled or use measuring spoons which can also be leveled.
2. Sift ingredients if necessary. (Flour and powdered sugar should be sifted.)
3. Using a spoon, fill measuring utensil to overflowing. Do not pack the ingredient into the measuring utensil.
4. Level with a straight-edged spatula.

Measuring Brown Sugar

1. Use a measuring cup that can be leveled or measuring spoons
2. Lightly pack the brown sugar into the cup.
3. Level by packing evenly or with a straight-edged spatula.
4. If brown sugar is measured correctly it will hold the shape of the cup when it is turned out.

Measuring Shortening or Lard

1. Use a measuring cup that can be leveled or measuring spoons.
2. Pack shortening into the cup or spoon so there are no air spaces.
3. Level with a straight-edged spatula.
4. Use all the shortening from the cup or spoon.

You measure melted shortening or liquid fat by following the method for measuring any liquid.

A pound of butter or margarine is divided into four sticks. Each stick is ¼ pound or ½ cup. If the butter or margarine is firm, the paper with which the stick is wrapped can be used as a means of measuring. Use these guides.

¼ stick=2 tablespoons

½ stick=¼ cup or 4 tablespoons

¼ pound or 1 stick=½ cup or 8 tablespoons

½ pound or 2 sticks=1 cup

1 pound, or 4 sticks=2 cups

THIS SECTION FOR STUDENT USE

LEARNING TO MEASURE FOODS

INTRODUCTION

The first written recipes did not use exact amounts. They called for a handful of onion or a dash of spice. Everytime a recipe was made, it tasted different than the time before. Our recipes today are written in test kitchens. STANDARD measuring cups and spoons are used. STANDARD means the amount measured in these tools will always be the same. Each time a standard one cup measure is used, it will measure one cup.

Just as there is a right tool to use, there is a correct method of measuring each kind of food. To follow a recipe it is necessary to know how to measure each ingredient.

BEFORE YOU BEGIN THIS PACKAGE, OBTAIN A COPY OF THE PRE-TEST FROM YOUR TEACHER AND COMPLETE.

Performance Objectives:

A. The student will identify each standard measuring utensil pictured in this lesson.

B. Given descriptions and illustrations, the students will compare measurements' size.

C. After viewing the video-tape, the student will identify the methods used for measuring liquid and dry ingredients, shortening and butter.

D. The student given the correct measuring utensils will demonstrate the measurement of ingredients discussed in objective C.

E. The student will complete the crossword puzzle with 100% accuracy.

LESSON 1

Concept: Liquid and Dry Measuring Tools

Objectives: The learner will be able to

1. Know the difference between liquid and dry food.
2. Identify liquid measuring cup and dry measuring cup.
3. Compare size of measuring tools.

Introduction:

Cups and spoons to be used for measuring are marked to show exact amounts. They are called STANDARD measuring utensils. They are the measuring utensils to use when following a recipe to make sure you have good results.

We buy foods in large amounts, measured in pints, quarts and gallons.

Instructions:

Materials needed: Pamphlet. "Liquid and Dry Measure" adapted from Liquid and Dry Measure, New Reader's Press and Super Market, Fern Tripp and Lessons in Living Ginn and Co.

Super 8 Movie, "Measuring Food", Wiinamaki.

Problem Sheets.

Set of measuring spoons, dry and liquid cups.

Learning Activities:

1. Read Pages 1,2,3,4 of "Liquid and Dry Measures"
2. Examine each measuring tool in your unit. Write a description of it or draw a picture it.
3. View the Super 8 film, "Measuring Food". Pay attention to the tools that are used.
4. Do Problem 1.

PROBLEM 1

CIRCLE THE LETTER OF THE RIGHT ANSWER.

1. Which is the largest?

   a. ¼ teaspoon salt

   b. dash of pepper

   c. a tablespoon of flour

2. Which holds the least?

   a. 1½ teaspoons

   b. 1 tablespoon

   c. 1 teaspoon

3. Which two measures are equal?

   a. 1 tablespoon and three tablespoons

   b. 1 tablespoon and three teaspoons

   c. 1 teaspoon and 1 tablespoon

4. A ¼ teaspoon is larger than:

   a. a tablespoon

   b. a ½ teaspoon

   c. a dash

5. Number these tools in order of size, starting with a.
   Put a 1 beside the smallest tool.

   a. ½ teaspoon

   b. ¼ teaspoon

   c. 1 tablespoon

   d. a dash

   e. 1 teaspoon

Use of Liquid Measure

pt. means pint or pints

qt. means quart or quarts

gal. means gallon or gallons

Fill the blanks:

2 cups _____ pint		1 quart _____ pints		2 pt. _____ qt.	
2 pints _____ quart		2 quarts _____ gal.		4 qt. _____ gal.	
4 quarts _____ gallon		1 gallon _____ quarts		1 pt. _____ cups	

1. Mrs. White bought 3 qts. milk yesterday and 3 qts. of milk today. How many qts. of milk did she buy in two days? _____

2. Six quarts is the same as _____ half gallons?

3. One gallon is the same as _____ pints?

4. Change to gallons.

4 qt. 6 qt. qt.	7 pt. 9 pt. pt.	2 qts. 2 qts. qts.	9 cups 9 cups cups
_____ gal.	_____ gal.	_____ gal.	_____ gal.

LESSON 2

Concept: Methods of Measuring Food

Objectives:

1. Describe methods of measuring.
2. Practice measuring food by correct method.

Introduction:

Learning the correct measuring tool to use is only a part of measuring foods. Choosing the correct method is the other part. If you choose the right tool, but do not measure the right way, you will not be using the amount of food that the recipe calls for.

Instructions:

Materials needed: pamphlet, "Liquid and Dry Measures"
video-tape
Student booklet, "Learning to Measure Foods"
set of measuring spoon, dry and liquid cups, flour, water, shortening, bowl, spatula, waxpaper.

Learning Activities:

1. Read pages 5,6,7 in the booklet, "Liquid and Dry Measures"
2. View video-tape again. This time watch to see how the food is being measured.
3. Continue seeing the video-tape until you can write a description of the methods used to measure the foods shown.
4. Go into your kitchen unit and using the correct method, measure flour, shortening and water. When you have finished

measuring, put the foods back into the correct container.

Dump the water down the drain.

5. Look up these words in the dictionary and write their meaning.

   gallon fifth bushel dozen peck

   gasoline mileage

6. Do the crossword puzzle on the last page (page 8) of this book.

   Ask the teacher for the key when you have completed it.

7. Do problem 2 on page 7 of this booklet.

Quest Opportunities:

It is important to be able to read recipes and choose the correct measuring tool. You must also choose the correct method of measuring each ingredient. Find three receipes from any cookbook and write down each ingredient and what size and type of tool you would use for measuring that ingredient. Next, write down the method you would use to measure this ingredient. For example, if the ingredient was shortening you would make sure the air bubbles were pressed out of it.

PROBLEM 2

This is a recipe for chocolate chip raisin cookies:

Preheat oven to 375 degrees. Sift together 1 cup plus 2 tablespoons sifted flour, ½ teaspoon baking soda, ½ teaspoon salt; set aside.

Combine and beat until creamy: ½ cup soft butter or shortening, 6 tablespoon white sugar, 6 tablespoons brown sugar, ½ teaspoon vanilla. Beat in 1 egg.

Add flour mixture; mix well. Stir in 1 cup chocolate chips, ½ cup chopped nuts, ½ cup raisins. Form cookies in a ½ teaspoon measure. Place on greased cookie sheet. Bake for 10 - 12 minutes.

Answer these questions about making chocolate chip raisin cookies:

1. Which ingredient do we use the most in making these cookies?

   _____

2. What are the dry ingredients in chocolate chip raisin cookies?

   _____

3. Do you use more brown sugar or more white sugar in making the cookies?

   _____

4. What is the smallest tool we will use for measuring in this recipe?

   _____

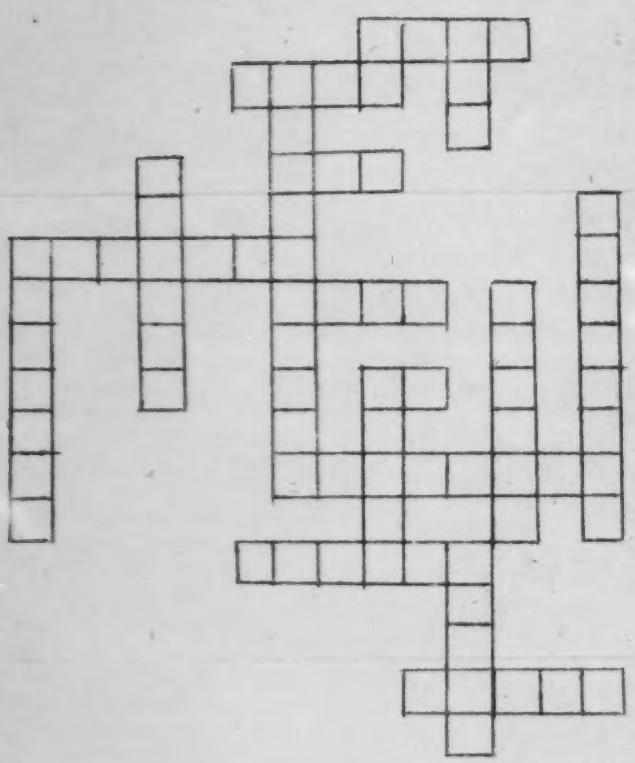
5. "1 cup plus 2 tablespoon sifted flour" is the same as:

   a. 16 teaspoons plus 2 tablespoons sifted flour

   b. 3 tablespoons plus 2 tablespoons sifted flour

   c. 18 tablespoons sifted flour

CROSSWORD PUZZLE



2-letter words

qt.

pt.

3-letter words

dry

gal.

cup

4-letter words

peck

pint

dash

5-letter words

quart

dozen

fifth

level

6-letter words

gallon

bushel

sifted

7-letter words

measure

mileage

8-letter words

gasoline

teaspoon

10-letter words

ingredient

Appendix I

Interim Workshop II and III Materials

The following information was taken from The Auto Teacher's Instructional Handbook compiled by the Pittsburgh Public Schools in 1973. While the material was written with a specific focus on the auto lab, the content was seen as applicable to a wide variety of vocational lab settings. The teaching system suggested includes suggestions on developing instructional objectives, group instruction, peer to peer instruction, the integration of theory with practice, laboratory organizational suggestions and suggestions on how to mainstream EMR's. The project has a copy of this handbook if you want to look through it more closely.

Organization of A Vocational Laboratory Class

1. Instructional objectives provide the framework for good teaching.

2. These instructional objectives include what the teacher wants his students to do (behavioral objectives) and what he wants them to understand (cognitive objectives).

3. Objectives should follow a definite pattern and resist teaching several related skills and concepts simultaneously.

4. Time is an important factor in determining the range of instructional objectives.

5. The range of instructional objectives determines the depth that can be achieved in each instructional objective. (A large range necessitates a minimum of in-depth understanding.) Instruction is paced so that realistic instructional objectives can be achieved.

6. The teacher first determines a pattern of instructional units and the time allotted to each unit.

7. The teacher then selects appropriate instructional objectives within each unit.
   Four questions determine the teacher's final objectives:

   A. What is the skill and ability level of my poorer students, my average students, and my superior students?

   B. What objectives are most important for my students to learn if they are to acquire skills for the typical jobs available to them in the vocational area in question?

   C. How important are theory objectives to the mastery of these skill objectives?

   D. Are there enough learning materials and direct experiences for my students to achieve my objectives?

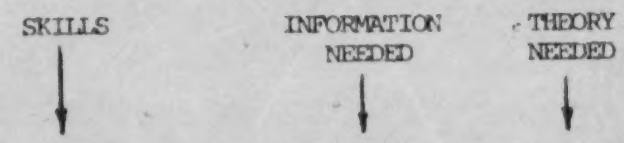
8. Instructional objectives can be set up like:

SKILLS	INFORMATION NEEDED	THEORY NEEDED
↓	↓	↓

Then, the average groups can be expected to learn all of the above, plus:

SKILLS	INFORMATION NEEDED	THEORY NEEDED
↓	↓	↓

Then, the superior groups can be expected to learn all of the preceeding, plus



9. More instructional time should be devoted to the simpler instructional objectives because more students can achieve them and they are the skills needed on most jobs at entry level.

10. Typical ordering of cognitive and behavioral objectives:

    A. Know the nomenclature (names of parts, important terms)

    B. Know why

    C. Perform the skill.

    Revised order:

    A. Perform the skill

    B. Know the nomencladure

    C. Know why

    The Reason: Students learn better through direct experience. Names are learned faster because they are associated with parts they are handling. Terms and relationship's become less abstract when grounded in actual work.

11. Skills can not be taught through lecture, demonstrations and audio visual aids alone. Each student must be able to practice the skill until he and the teacher knows he can do it.

12. Instructional objectives should be shared with students. Two Reasons:

    A. The objectives provides a sense of direction and tempo of the course for the teacher.

    B. The objectives provides a sense of direction and tempo of the course for the students.

    A class chart listing the skills to be taught to the class is one method. Another method is to provide each student with his own individual list of objectives. Weekly and daily sheets can also be used.

13. The teacher should relate past knowledge and skills to present one. The relating of present objectives to future ones tends to confuse students. It is the teacher's task to shape his student's skill and knowledge into a meaningful pattern.

14. Small group instruction is the key to giving students training at a pace and level appropriate for them. This is mandatory if differing objectives are established for different level groups.

15. Small group instruction gives attention to students as a whole class, a specific group, and as individuals. Instruction is efficient because it is both at an appropriate level and shared between students and teacher.

16. Small group instruction depends upon the following principles and behaviors:

    A. Students should become learning teams. Team spirit to be used. Mutual support is encouraged to achieve a final goal. (teacher supports and rewards inter-student teaching). When the teacher identifies an objective, he uses team pride to include all team members in the effort. The teacher shows them how to work together as a team.

    B. Each team should know its objectives and how and when they will be evaluated. This can be done through weekly objective sheets. There must be both structure and flexibility. Friday can be a catch up and general evaluation day.

    C. Teacher organizes his instructional activities and his student activities so that the students receive the kind of attention they need when they need it. The teacher learning cycle for an instructional objective can be broken down:

        (1) Teacher lecture and demonstration which can be given at the beginning and/or end of the cycle. (requires 100% of teachers time)

        (2) Student practice of a skill. (Small percent of time)

        (3) Student integration or comprehension of the objective through write-ups or discussions of the skills and information they have learned. (Small percent of time)

    The teacher arranges the teaching cycle so that all three groups are kept going at the same time using inter-team instruction and support.

17. Teacher behaviors that facilitate team instruction:

    A. Begin each day with a general briefing for the total class.

    B. After a lecture-demonstration is given to a team it is important to leave them with a sufficient information on the blackboard or instruction sheets for reference so the students can practice the skill while the teacher moves on to another team.

    C. It is important to stay with a group while it is making its first practice attempt so the teacher has enough feedback to confirm the student's grasp of the material and at least one team member has enough competence to help the other team members.

    D. Identify the team members who appear most able to perform the task and encourage the other team members to use them as a resource.

E. Keep the team membership flexible so that a student who has learned quickly can move to an advanced team or a student who has bec.. absent or fallen behind can move to a team with simpler objectives.

F. Set aside an "open day" each week to allow students to catch up, help each other, and for general teacher evaluation of the student's weekly performance. During this open day, students from the advanced team can be used to help students from slower teams.

18. Prensentations (lectures, demonstrations, audio visual aids, and written materials) should be short and clear. Further input should await student feed back indicating comprehension of initial input. Presentations are to be paced according to students ability to comprehend it. The communication pattern should be T → S → T → S → T → S.

19. Lectures should be broken up into five to ten minute segments. Important ideas and information should be put on the chalkboard. The chalkboard should resemble an outline to make relationships easier to follow. An example would be:

Carburetor throttle Vacuums Venturi Manifold distributor advance	Carburetor Venturi vacuum (controls distributor advance) 2 vacuums in a carburetor 1. Venturi 2. Manifold high (throttle open) low ←——→ low (throttle closed) high

The train of thought should be direct and uninterupted. Too many examples should not be given. Original theme should not be lost. Teacher should STOP after a short unit and ask if there are questions. Longer lectures should be used for familiar material that is related or reviewed.

20. Demonstrations should be in view of all the students they are meant for. Repeat it if necessary. Do not demonstrate too many steps at one time. Student questions are to be encouraged. Students to perform skill immediately after demonstration.

21. Audio-visual aids are most effective when they are short. Longer ones can be useful for review. They are aids, not substitutes for good teaching. Should coincide with teachers instruction and teacher should interput or reverse the Aid when he feels appropriate. Student questions should be encouraged during and after the Aids use. When Aid used for original instructional input, the teacher should actively participate.

22. Written Materials are useful to aid groups and independent study. Should be of appropriate reading level. Should be assigned in very short units and include many photographs and diagrams. Study sheets can be used to simplify materials. Assigning chapters to be read and study questions to be answered is useless

with slow students as a effective instructional medium. Familiarity with shop manuals should be provided if the student is capable.

23. Successful instruction depends upon when and how feedback is given by the students and the teacher. What happens after an instructional activity is more important than the initial instruction because it determines the quality and frequency of student performance. Feedback is both continuous (daily activities) and periodic (mastery of instructional objectives). Instruction is dynamic; it is continuous communication toward a set of competencies. Frequent feedback is necessary so that sensitive and efficient instructional communication is maintained between the teacher and all of the students.

24. Teacher feedback to students should be objective, constructive, and as positive as possible. Personal references should not be made to students during corrective comments (puts the student on the defensive and impairs the continuing instructional relationship).

25. After information is presented, clarified, and reviewed, short oral or written quizes covering small units of material can be given. Students should make up their own quiz (done orally to stimulate thought and material review).

26. The teacher should evaluate a students performance daily. This usually motivates a student to work more effectively.

27. After shop clean up, a few minutes can be used to discuss questions, problems, etc, and can be used to integrate daily experiences to instructional objectives. Sharing of information is a good learning experience between groups.

28. Evaluation is the teacher's feedback to the student. Evaluation must be relevant. Relevance is determined by what is evaluated, how it is evaluated, and how the student is finally evaluated. Instructional goals will determine what is evaluated. The what should be at the level of the potential skill and ability of the student. Oral tests can be used. A written test should be short and clear.

29. Evaluation standards should be behavioral and measurable. The following three questions can act as a guide:

    A. What can this student do that he could not when he first entered the shop? This can be measured by performance tests and a record of behavioral objectives achieved by each student.

    B. How well does he do it? The judgment of the teacher is critical here.

    C. How much more could this student have accomplished? This includes an ability and motivationed assessment of the student.

30. The teacher informs an employer about the student's skills by a competency rating sheet.

31. A system with definite procedures and responsibilities are necessary if the forms are going to maintain control over the shop's activit' s and progress. The following list breaks down the responsibility for each form:

Teacher	Students
A. Class Wall Chart	A. List of Skill Objectives for the year.
B. Weekly Team Assignment Sheets- posted on wall for students to see.	B. Operation Sheets for completed skills.
C. Daily Role Assignment Sheets	

These forms use a system where the teacher shares long term, weekly, and daily objectives with students and each student knows what he is expected to do and how he is progressing at all times.

	Preparation	Feedback
Teacher:	A. Class Wall Chart: prepared and posted at beginning of year	A. Check off skill as student masters it
	B. Weekly Team Assignment Sheets	B. Record an average weekly grade for each student in role book.
	C. Daily Role Assignment Sheets	C. Check off or evaluate at the end of each day
		D. Evaluate and comment on student's skill and written operation sheet in student's folder.
Student		A. Check off and evaluate each objective on objective sheet in folder.
		B. Write up operational sheets and evaluate.

32. All texts and instructional material should be stored according to instructional unit.

The above material was abstracted from The Auto Teacher's Instructional Handbook by Learita Garfield, Pittsburgh Public Schools, Division of Occupational, Vocational, and Technical Education, Project Liaison, 1973.

Peer Teaching

VTC-EMR PROJECT

by

Keith A. Frank

Center for Vocational, Technical
and Adult Education

University of Wisconsin

March 7, 1975

PEER TEACHING

Peer teaching is the use of students in the same or a higher grade to assist in instruction. Such peer to peer help is a common phenomenon in an unstructured laboratory or classroom activities. It is generally accepted that one of the most effective ways of learning is interaction between peers. It stands to reason, therefore, that this natural learning process should be used to strengthen the instructional program (whether in classroom or vocational laboratory activities) as much as possible. There are two ways to do this. These are as follows: The team approach and the laboratory supervisor approach.

The central idea of the team approach is to break the class into three or four teams by ability grouping. Instructional objectives are varied according to each team's abilities and goals. The teacher presents new material in short sessions until at least one or two students in a group have a solid grasp of the lesson. The group then starts its peer interaction until mastery is attained. The teacher is always available for help or to answer questions. For a more detailed analysis of this approach please refer to the handout "Organization of a Vocational Laboratory Class."

The second method of peer teaching is through the use of upper-class students as laboratory supervisors. Supervisors can be used to help in the following kinds of classroom activities:

A. Get tools and materials for demonstrations.

B. Run errands.

C. Check out tools and materials from storage areas.

D. Work with students having difficulties with either skill or theory.

E. Act as a peer model for such things as correct use of tools and equipment, safety procedures, responsibility, cooperative work attitudes, and so forth.

F. Assist students in filling out requisition forms.

G. Act as a buffer between an especially hostile student and teacher (as appropriate).

H. Take care of daily details that often limit teacher-student contact time.

I. Operate audio/visual aids.

J. Reinforce and encourage other students.

The following criteria suggest some points that might be useful as a guide in supervisor selection:

A. Two or more years of experience in the subject above the students with whom they are working to is recommended. Supervisors of senior classes should have the highest qualifications, peer leadership potential; and be a senior.

B. Supervisors should have mastered both the skill and theory components of the subject in question and have the capacity to adapt to and learn new material quickly.

C. Supervisors should have the ability to relate well to (empathize with) their peers, communicate effectively and be seen as a leader (model).

D. Supervisors should be persons capable of responsibility in regards to other students, the laboratory, and the teacher.

E. Supervisors should have demonstrated, through past performance, the effective practice of safety procedures.

F. A supervisor's position would be a good career exploration experience for students considering becoming a vocational educator.

Training of supervisors might include the following areas:

A. Peer to peer relationships. It is assumed that the supervisor already possesses a positive ability to relate to peers; however, guidance would usually be beneficial to maximize the productivity of this new kind of peer relationship. Guidance might be suggested on the following topics: an introduction to the student with special needs, typical learning difficulties, assets, and limitation.

B. Material mastery. Again, it is assumed that the supervisor would have demonstrated proficiency in the skill and theory areas of the subject as a condition for being chosen as a supervisor. Any new skill or theory can be conveniently learned in class along with the other students with the advantage of a higher present degree of skill and knowledge. It would be helpful if the supervisor would be given an overview of the course, the material to be used, and the laboratory.

C. Responsibilities. The ability of being responsible depends upon a constructive attitude, familiarity with sound vocational laboratory procedures, and being informed concerning what is expected of the supervisor at all times. Supervisor responsibilities should be determined by the teacher, not the supervisor or students. Flexibility within the predetermined range of responsibilities can be varied as desired by the teacher. These responsibilities should be defined before the class starts. Responsibilities might be progressive; that is, start off slowly with the addition of more and more as capabilities increase. Such a progression might be as follows: run audio/visual equipment (little direct peer contact), help with materials in the laboratory for peers (small degree of peer contact), give or read steps in laboratory or lesson procedure (moderate degree of peer contact), one to one tutoring in skill or theory (high degree of peer contact).

D. Emergency Procedures. This topic would include such things as what the limits of the supervisor are if the teacher is not available, what to do (or whom to contact) in case of emergency, fire evacuation routes, safety hazards, and so forth. It is suggested that these topic areas can be covered sufficiently in two or three after-school meetings. Day to day activities within their role as supervisors will reinforce these areas and act as an environment for the more unique types of learning experiences gained only through direct student contact.

Supervisors, then, are seen as teacher aids with several important distinctions: they act as a peer model and they reinforce and encourage appropriated because they, too, are students. Supervisors do not get

paid for their services, but could receive graduation credit. Peer teaching is considered a logical, inexpensive method of extending teacher-student contact time, enhancing student learning, and adding a career exploration facet to a school's vocational program.

13. Vocational Education Resource Materials. A Bibliography of Free Loan Materials for:
    1. Handicapped and Special Education
    2. Home Economics Education
    3. Distributive Education
    4. Industrial Education
    5. Career Education
    6. Health Occupations Education
    7. Agricultural Education
    8. Business Education

    is available from the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, 1974-75.

14. Wiinamaki, Margaret, Planning, Preparing and Serving Food, CESA 5, P.O. Box 158, Elmwood, Wisconsin 54740.

15. Wiinamaki, Margaret, Housing and Home Care, CESA 5, P.O. Box 158, Elmwood, Wisconsin 54740.

16. Shenk, Carol, Sue, Sue Learns About the Use of Measurements in Cooking, Frank E. Richards Publishing Co., Phoenix, New York 13135, 1971.

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14. Wiinamaki, Margaret, Planning, Preparing and Serving Food, CESA 5, P.O. Box 158, Elmwood, Wisconsin 54740.

15. Wiinamaki, Margaret, Housing and Home Care, CESA 5, P.O. Box 158, Elmwood, Wisconsin 54740.

16. Shenk, Carol, Sue, Sue Learns About the Use of Measurements in Cooking, Frank E. Richards Publishing Co., Phoenix, New York 13135, 1971.

Appendix J

Workshop III Materials

Agenda for

Workshop III - June 9 - 20, 1975

I. Week One:

A. Monday: June 9

9:30 - 10:00 - Coffee - Complete travel vouchers.
10:00 - 12:00 - Effective Vocational Education Programming for EMR's.
Dave Reisinger, LVEC
Manitowoc - Riverview School
12:00 - 1:15 - Lunch
1:15 - 3:00 - Developing Vocational Curriculums. Overview and review and review of task analysis, identifying jobs appropriate for individuals with special abilities, and reference resources available for curriculum development. (Diane, Keith, Orv)
3:00 - 3:15 - Coffee
3:15 - 5:00 - Application session: Identify job(s) and tasks for which vocational instructional materials will be developed. Initiate task analysis.
6:00 - 8:00 - Picnic

B. Tuesday: June 10

8:30 - 10:00 - Techniques for Individualizing Instruction. James Bensen
10:00 - 10:15 - Coffee
10:15 - 12:00 - Application session: Identify the individualization techniques to be used in your module or unit.
12:00 - 1:15 - Lunch
1:15 - 3:00 - Translating Test and Work Evaluation Information into Educational and Instructional Plans. Tom Nodahl
3:00 - 3:15 - Coffee
3:15 - 5:00 - Application session: Review work evaluation and test data for EMR students from your school and identify implications for your unit of instruction.
5:30 - 7:00 - Dinner
7:15 - 9:15 - Strategies for Implementing Vocational Programs for EMR's/ (Administrators and Counselors on the teams will work on implementation plans for vocational programs for EMR students during application sessions during the remainder of the week.)
Roberta Hoppe - Fox Valley Technical Institute
Dorothy Fregin - La Crosse Public Schools

C. Wednesday: June 10
8:30 - 10:00 - Teaching Strategies and Motivation for EMR's. Robert Brock
10:00 - 10:15 - Coffee
10:15 - 12:00 - Application session: Identify and plan teaching strategies for your unit or module.
12:00 - 1:15 - Lunch
1:15 - 3:00 - A Learning Model for EMR's and Classroom Management strategies.
3:00 - 3:15 - Coffee
3:15 - 5:00 - Application session: Identify and plan the motivational environment for your unit.
5:30 Dinner
Evening is open.

D. Thursday: June 11
Field Trip: District 916 at Whitebear, Minnesota. Bus leaves from west end of Applied Arts at 8 a.m. Will return to Menomonie at approximately 3 p.m.
6:30 Dinner
Evening is open.

E. Friday: June 12
8:30 - 10:00 - Evaluation Techniques and Procedures. Orville Nelson
10:00 - 10:15 - Coffee
10:15 - 12:00 - Application session: Plan evaluation for the module.
12:00 - 1:15 - Lunch
1:15 - 5:00 - Work session: Work on integrating the elements discussed in prior sessions and refining your unit.
Complete contracts for week two.
Dinner - your choice (project pays)

Saturday and Sunday - free time

II. Week Two:
A. Monday: June 16
8:00 - 10:00 - Register for summer school if you desire to enroll for credits beyond those available in the workshop.
10:15 - 12:00 - Motivation - Vander Bur tape
12:00 - 1:15 - Lunch
1:15 - 5:00 - Motivation application session and work on units.

B. Tuesday: June 17
8:30 - 12:00 - Work session - Develop unit and instructional materials.
12:00 - 1:15 - Lunch
1:15 - 3:00 - Marc Gold cassette tape on teaching techniques
3:00 - 3:15 - Coffee
3:15 - 5:00 - Application session. Continue work on the module.

C. Wednesday: June 18
8:30 - 12:00 - Work session: Develop units and instructional materials.
12:00 - 1:15 - Lunch
1:00 - 5:00 - Field trip. Visit business and industry to review job opportunities for EMR students.

D. Thursday: June 19
8:30 - 12:00 - Work session: Develop units and instructional materials.
12:00 - 1:15 - Lunch
1:15 - 4:30 - Sharing session: Each team presents unit(s) and materials developed.

E. Friday: June 20
8:30 - 12:00 - Work session and individual conferences with teams to plan further developmental activities.
12:00 - 1:15 - Lunch and adjourn

Module Title _____ _____ Time _____
(Theme) (estimate)

Task(s) _____

Competency Descriptors _____

_____

_____

Behavior Objectives _____

_____

_____

_____

_____

_____

_____

_____

Performance Level _____

Resource People

_____ _____

_____ _____

_____ _____

Student Characteristics/Approaches

Student(s)	Capabilities/Learning Style(s)	Approach(s) A

Approach No._____

Facilities Needed_____

_____

Tools/Materials/Equipment_____

_____

_____

_____

Media_____

_____

_____

_____

_____

Activity/Step	Media	Strategy/Method	Evaluation

Sequence of Lessons and Activities

Date	Lesson or Activity

This handout was prepared for the purpose of providing basic information regarding the process of educational contracting. Educational contracts are one teaching strategy that can be used to individualize instruction and clarify student and teacher learning goals. A systems model has been used to help promote the idea that this a process of many interrelated factors rather than an isolated teaching technique.

The contracting process is described as having the following steps:

1. Student submitting a written or oral proposal to the teacher.
2. Student-teacher negotiations to reach a mutual agreement.
3. Putting this agreement in a written format and signed by all persons involved (the contract).
4. Fulfillment of the contract.
5. Evaluation of the end products or results.

Suggested proposal and contract formats have been included. There is also a sample contract designed for EMR students to use.

Educational Contracting

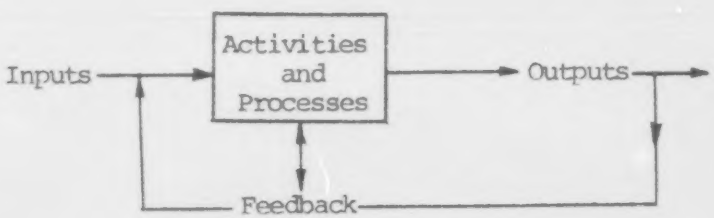
It is the intent of this handout to discuss the topic of educational contracting; that is, a mutual agreement signed by a student, teacher, and any other person involved that defines the role that each is to play to reach a proposed objective. Contracts can facilitate and clarify the educational process because they promote specific objectives, resources, activities, evaluation procedures, individual responsibilities, and so on. Of importance, too, is the contract component of a mutually agreed upon goal(s); the student, teacher, and other involved persons all have decision making input.

Contracts are either unilateral (binds only one party) or bilateral (binds both parties). In a unilateral contract the student performs certain activities mutually agreed upon between student and teacher. There is no part of the contract that specifies that the teacher must perform any activities (except an implied student evaluation).

In a bilateral contract an agreement is reached between the student and teacher where both parties agree to perform certain activities. The student might agree to review literature concerning vocational laboratories (for instance) and the teacher might agree to furnish some bibliographical references and act as a resource person. In a cooperative work situation, a contract may be an agreement between a student, the teacher, and the cooperative employer.

Contracts are highly individualized to meet the needs of the persons involved and situation.

A "systems model" might clarify the procedural aspects of contracting:



There are four phases to the systems model: inputs, activities and processes, outputs, and feedback. Another way to approach it would be: planning for an activity and gathering the necessary tools, materials, and so forth; carrying out the activity; results of the activity (projects made, skills learned, information learned); and a process to learn more effectively the next time.

There are several sources of input in educational contracting. The following are some suggestions:

Inputs

1. Student:

   A. Educational or vocational interests and goals
   B. Learning style
   C. Potential strengths (salable skills)
   D. Weaknesses
   E. Motivation
   F. Information from cumulative folder
   G. Work evaluation, psychological, and medical reports

2. Teacher:

   A. Teaching strategies that the teacher feels competent to use:
      (1) Lecture
      (2) A/V aids
      (3) Peer teachers
      (4) Small group or team activities
      (5) Individualized instruction
      (6) Demonstration
      (7) Hands-on, and so forth

   B. The learning environment:
      (1) Subject involved
         (a) Metals
         (b) Home Economics
         (c) Agriculture, and so forth
      (2) Professional competencies
         (a) Behavior modification techniques
         (b) Skills in task analysis
         (c) Ability to relate to a wide variety of students
         (d) Ability to use a competency based evaluation system, and so forth.

   C. His own value system, prejudices, and so forth

3. School:

   A. Equipment available for hands-on experiences, learning activities, and so forth

B. Limitations or guidelines established as school policy that determines the educational experiences that can be provided or money to be expended.

C. Use of alternative teaching strategies
   (1) Coop
   (2) On-the-job training
   (3) Field trips
   (4) Sheltered work experience, and so forth

D. Willingness to purchase work evaluation testing or other specialized information

4. Student's family:

   A. Limitations or cooperation extended from the student's family to the school will determine the types of educational experiences, programs, testing, and so forth that are possible.

   B. The degree to which the student's family supports the student educational program relationship significantly determines the student's attitude about it and its relevance to him. The family passes a value judgment on the acceptability of the family or life role the educational program is introducing the student to.

5. Others:

   A. Employers

   B. Other educational institutions that can offer desired services (such as work evaluation reports).

   C. Sheltered workshops, and so forth

All of the above sources of input influence the limits, extent, and content of the educational contract.

Processes and Activities

Processes and activities generally has two steps: the proposal and the contract. The proposal stage usually revolves around the student submitting a written proposal to the teacher and the negotiations or bargaining that follows. The proposal stage can also take place verbally followed by a written contract specifying the student-teacher agreements. The proposal may take many forms but the following topics are generally included?

1. What are my objectives? (What specific skills do I intend to learn, what specific materials do I intend to produce, what specific experiences do I intend to have, and so forth. To be stated in performance terms.)

2. What procedures do I propose to follow?

3. What resources do I propose to use?

4. How do I propose to be evaluated on achievement of the objectives?

5. Time table.

6. Do I have further questions to discuss?

7. Contract amendment procedure.

The proposal negotiations should end in a mutual agreement. This agreement sets the stage for the second part: the contract. The contract stage has three main components:

1. Writing the mutual agreement in contract format.

2. Signing of the contract by all persons involved.

3. Carrying out the contract's agreements to receive the desired outcomes or products (output).

The format of the contract varies greatly depending upon individuals and situations. The following two formats are possibilities:

Form I

I. Title

II. Introduction

III. Purpose

IV. Objectives

V. Procedures and Activities

VI. Evaluation of Objectives

VII. Resources

VIII. Time table

IX. Amendment Procedures

Form II

I. Title

II. Introduction

III. Purpose

IV. Objectives

A. Objective I

1. Clarifying questions (if appropriate)

2. Procedures and Activities

3. Resources (if appropriate)

B. Objective II

1. Clarifying questions (if appropriate)

2. Procedures and Activities

3. Resources (if appropriate)

C. and so forth through all objectives

V. Evaluation of Objectives

VIII. Time table

IX. Amendment Procedures

At the end of the contract a section similar to the following should be included:

The following contract has been accepted and approved by:

_____ Date _____
Student

_____ Date _____
Instructor

_____ Date _____

_____ Date _____

The proposal format can also be used as a contract format if so desired. It would then be closed with the above statement and signatures.

Output

Once the contract has been completed or carried out, the output(s) will be evaluated according to the procedures specified in the contract. Outputs may take the form of skills mastered, activities completed, concepts learned, behavior patterns or personality characteristics improved upon, personal hygiene improvements, and so forth.

Feedback

The output should also be evaluated in terms of making appropriate changes in the input or processes and activities phases to improve the outputs in the future (feedback). Part of the feedback system also includes the amendment procedures specified in Form I and II. This is the procedure agreed upon by the student and teacher to change parts of the contract before it has been completed. Its form and scope is determined in the student-teacher negotiations.

In summary, then, the educational contracting process follows the steps:

A. Student submits a proposal to the teacher

B. Student-teacher negotiations and bargaining

C. Drawing up the contract and signing it by all parties

D. Carrying out the contract agreements

E. Evaluating the outputs

F. Providing feedback to improve the process the next time a similar contract is used, to influence the next student-teacher contract, or, through the amendment procedure, to modify the present contract

Student-Teacher Contract

1. What do I want to do?

2. How am I going to do it?

3. What books, magazines, paper, and so forth do I need to do it?

4. What grade should I get or how should the teacher grade it?

5. How long do I need to do it?

6. If I am having trouble, how will I let the teacher know?

7. _____
Student

_____
Teacher

The Vocational Development Model for the EMR was designed for the purpose of acting as a guide in program development. It accomplishes this by:

1. Suggesting the appropriate grade levels that specific needs should be met.
2. Suggesting representative components of each need.
3. And suggesting possible organizations that could provide assistance and services to meet individual needs at each grade level.

It is suggested that each participating school's team determine the degree to which they agree with this model before any team members accept or reject it. The differences of opinion can be either be used to modify this model or develop a new, more appropriate one for its EMR students, school, and community. Any suggestions for improvement are requested by the author.

Vocational Development Model for the EMR

Needs	Grades 7-9	Grades 10-11	Grade 12	Grades 13-14	Adult
1	**********	**********	**********	**********	**********
2	**********	**********	**********	**********	**********
3	**********	**********	**********	**********	**********
4	**********	**********	**********	**********	**********
5	**********	**********	**********	**********	**********
6	**********	**********	**********	**********	**********
7		##########	##########	##########	##########
8			0000000000000000	0000000000000000	0000000000
9				XXXXXXXXXXXXXXXXX	XXXXXXXXXX

NEEDS

1. Social Maturity Competencies
2. General Studies
3. Environmental Competencies
4. Career Exploration Activities
5. Daily Living Skills
6. Prevocational Orientation
7. Occupational Skills Training
8. Job Placement Services
9. Life Adjustment Counseling

Social Maturity Competencies

1. Personal appearance
2. Good health practices
3. Family relationships and support
4. Personal social skills; for example:
   A. How to handle criticism
   B. Ability to adjust to life situations
   C. Patience with others
   D. Ability to relate to a wide variety of people - good social habits
   E. Moods and how to cope with them
5. Personal independence (self-direction)
6. How to make and keep friends - how to be a friend.
7. Appropriate personal characteristics:
   A. Reliability
   B. Promptness
   C. Honesty
   D. Consideration for others
   E. Confidence
   F. Respect for self and others
   G. Cooperation
   H. Attitude
   I. Motivation
8. Social problem solving skills

General Studies

1. Drivers education
2. Mathematics

3. Reading
4. Science
5. Government
6. Music
7. Physical education

Environmental Competencies

1. Travel
2. Laws that effect daily li e
3. Citizenship and its responsibilities
4. Social security
5. Local, state, and federal income tax.
6. Banking skills
7. Utilizing newspapers in daily living.
8. Pay check withholding procedures
9. Employment and other helping agencies
10. Transportation around the community
11. What is a "sale"?
12. Funeral arrangements and customs.

Career Exploration
(What occupational area do I want to work in)

1. Activities that revolve around the 16 career development concepts listed in the K-12 Guide for Integrating Career Development Into Local Curriculum.
2. Work evaluation or work simulations.
3. Vocational laboratory experiences.
4. Field trips.
5. School based work experiences.
6. Career exploration materials, kits, films, and so forth.
7. Appropriate vocational interest testing.
8. Study of jobs available in the community or area.
9. Why work? Work values.

Daily Living Skills

How to:

1. Use a telephone.
2. Tell time.
3. Make change.
4. Managing family finances.
5. Purchase merchandize from stores efficiently.
6. Keep house.
7. Organize a productive daily routine.
8. Get an apartment.

Prevocational Experiences
(How to keep a job)

1. Interpersonal relationships in the work environment:
   A. employee - supervisor
   B. employee - employee

2. Employer - employee relationships. A look at how each employee fits into the employer's (company's) expectations, work rules, incentive program, salary schedules, fringe benefits, promotion policies, the number of days and hours required to work, and so forth.

3. Work habits - punctuality, take appropriate length of breaks, dependability, ability to work alone, quality and quantity of work, positive leadership characteristics, cooperation, absenteeism, and independence.

4. Work attitudes - cooperative (positive), neutral, destructive, motivation,

5. Reasons for job failure - usually social and interpersonal failures, inappropriate work attitude, work habits, or occupational skills.

6. Grooming and Health habits and their relationship to an occupation. Focus on relationships between a persons occupation and:
   A. Appropriate dress
   B. Effects of personal health on their ability to perform on the job or to miss work or make others ill.
   C. Cleaniness of clothes and self
   D. Importance of teeth
   E. Nutrition and health

7. Safety - how each person is responsible for his own safe acts and how this reflects on the employer's insurance premiums, equipment down time, lost personnel time, cost (ability to compete in the market) of their product, and so forth.

8. Communications - the importance of staying informed and informing others on-the-job. Know how to listen.

9. Introduction to union goals, activities, and roles.

10. Emotional stability on the job - able to cope with stress, pressure, and expectations.

11. Transportation - how am I going to get to the job on a daily basis?

12. Discuss wages, salaries, and deductions.

Occupational Skills Training

1. Cooperative work experience.
2. On-the-job training (full or part-time).
3. Work study.
4. Sheltered workshop experience.
5. Vocational laboratory training (secondary or post secondary).
6. Home or family work experience.
7. Summer or part-time work experience.

Job Placement Services
(How to get a job)

1. Acquaint them with agencies whose function revolves around placement:
   A. School guidance personnel
   B. Wisconsin Employment Service
   C. Division of Vocational Rehabilitation
2. How to fill out an application.
3. How to act and what to say in a job interview (use role playing and video tape playback).
4. Filling out a personal resume for future reference (keep it updated)
5. How to look for a job:
   A. A placement agency
   B. Newspaper
   C. Friends and relatives
6. Job interview follow-up techniques.

7. Family involvement in the placement process - get their active support.

8. Work with potential employers to sensitize them to learning styles, potential hazards, and work potentials. Be available to them for reference or immediate intervention counseling.

9. Help an employer modify a job.

Life Adjustment Counseling

In times of personal crisis (loss of a job, divorce, pregnancy, and death for example) professional counseling might be necessary. The following sources of such help are representative:

1. Family physician
2. Minister, priest, rabbi
3. Division of Vocational Rehabilitation
4. Welfare office
5. Social Security office
6. State Employment office
7. Planned Parenthood
8. Community mental health agency
9. Lawyers
10. Police department
11. FISH
12. Hospital emergency room

CONTRIBUTING ORGANIZATIONS

Need	Grades 7-9	Grades 10-11	Grade 12	Grades 13-14	Adult
1. Social Maturity Competencies	Girl & Boy Scouts, Public Schools, Informal groups, 4H and similar groups, Family and Church groups	Girl & Boy Scouts, Public Schools, Informal Schools, 4H & Similar groups, DECA & Similar groups, Family, Church groups, Employers,* Special groups*	Girl & Boy Scouts, Public Schools, Informal Schools, 4H & Similar groups, DECA & Similar groups, Family, Church groups, Employers,* Special groups*	Public Schools, VTAE Schools, Family, Church groups, Special groups,* Employers*	VTAE Schools, Family, Church groups, Special groups,* Employers*
2. General Studies	Public Schools Private Schools Special Schools	Public Schools Private Schools Special Schools	Public Schools Private Schools Special Schools	Public Schools, VTAE Schools, Adult Basic Ed. Leisure time studies, Special groups* Private Schools Special Schools	VTAE Adult Basic Ed., Leisure time studies, Special groups* Private Schools Special Schools
3. Environmental Competencies	Public Schools Families	Public Schools Employers* Families	Public Schools Employers* Families	Public Schools VTAE Schools Employers* Families Special groups*	Public Schools VTAE Schools Employers* Families Special groups *
4. Career Exploration Activities	Public Schools Boy Scouts Girl Scouts 4H and similar Church groups Family	Deca and similar Public Schools Employers* Boy & Girl Scouts 4H and similar Church groups Family	Public Schools Employers*	Public Schools VTAE Schools Employers* Special groups*	VTAE Schools Employers* Special groups*

Need	Grades 7-9	Grades 10-11	Grade 12	Grades 13-14	Adult
5. Daily Living Skills	Public Schools Family	Public Schools Family	Public Schools Family	Public Schools Family Special groups *	Family DVR & other Special groups *
6. PreVocational Orientation		Public Schools	Public Schools Special groups*	Public Schools Special groups*	Special groups *
7. Occupational Skills Training		Public Schools Employers Special groups *	Public Schools Employers Special groups *	Employers * VTAE Schools Special groups *	Employers * VTAE Schools Special groups *
8. Job Placement Skills		Public Schools	Public Schools Special groups*	Special groups* VTAE Schools Public Schools Wisconsin Employment Service	Special groups * VTAE Schools Wisconsin Employment Service
9. Life Adjustment Counseling				Special groups *	Special groups*

*Special groups =

Community Agencies
State Agencies (DVR, etc)
Federal Agencies (VA, etc)
Special groups for the handicapped
Parent organizations
Sheltered Workshops

*Employers:

Coop programs
Work-Study
On-the-job training
Part or full time employment

Characteristics of An Evaluation System for EMR's

A. Competency Based

   1. Valid tasks.

   2. Concrete evaluation tasks, problems and questions.

B. Based on a Developmental Design

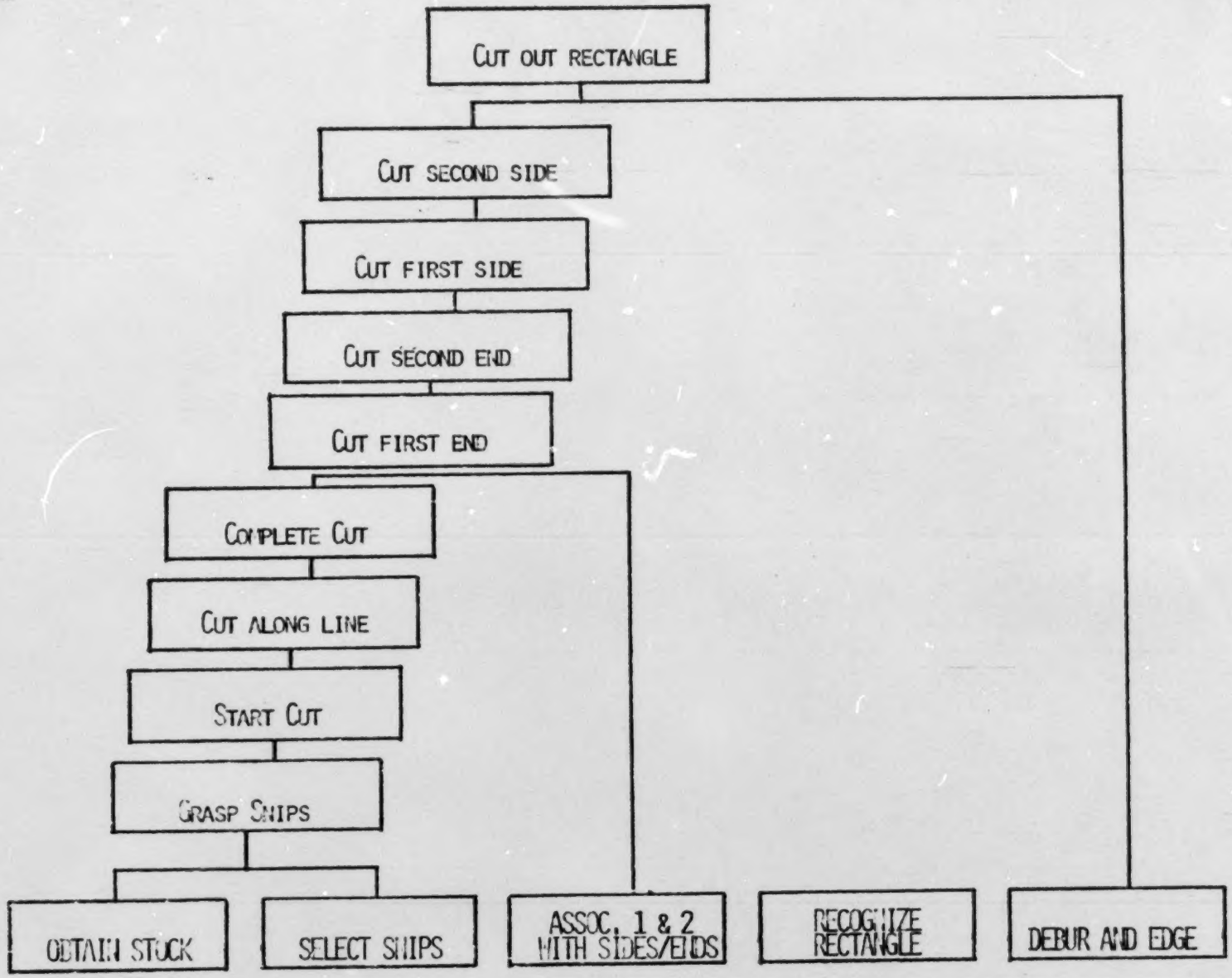
   1. Logical sequence - Gagne'

   2. Psychological sequence - Common Student Errors

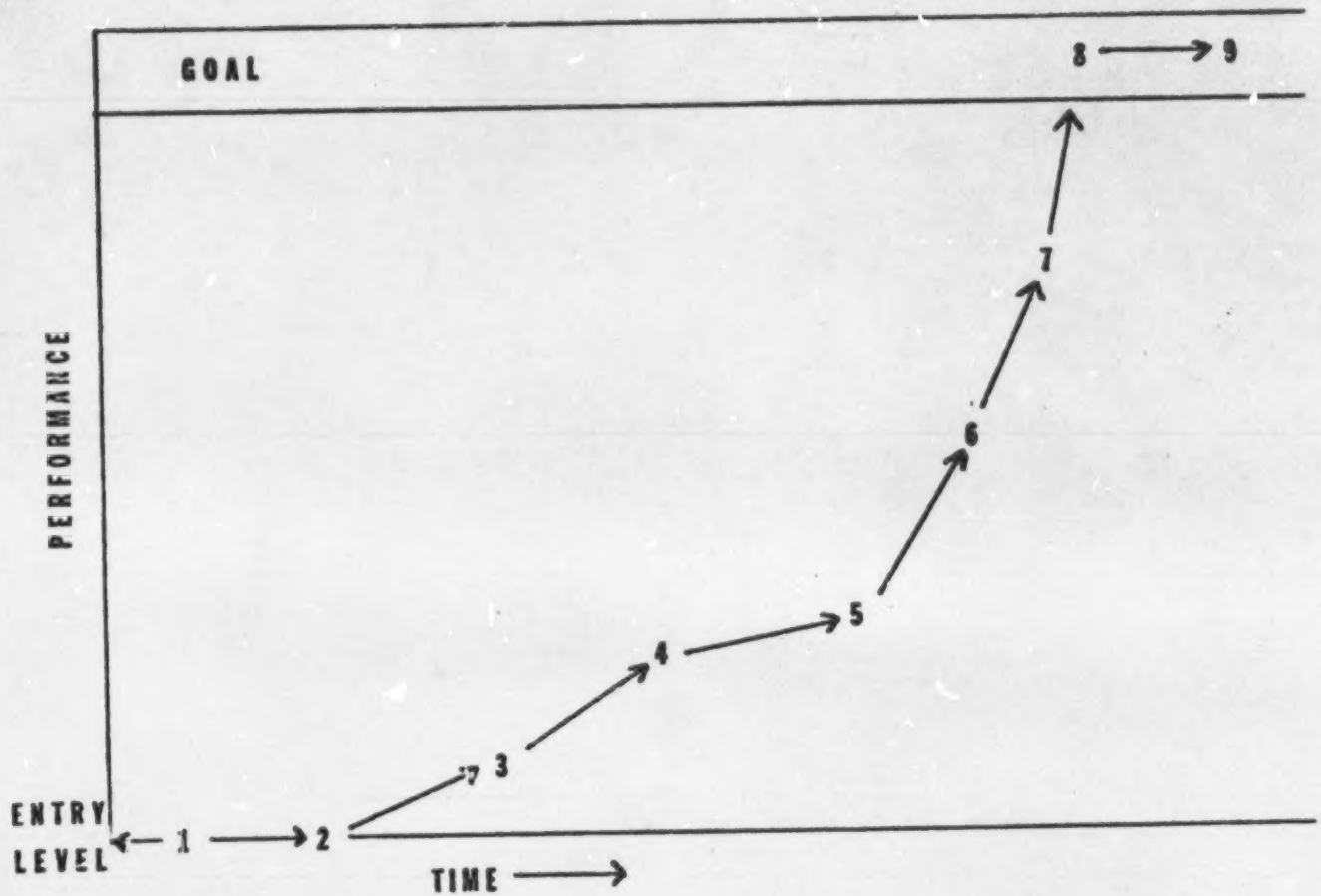
C. Diagnostic

   1. Identify errors

   2. Identify possible causes


STEP
CUT OUT RECTANGLE
10
CUT SECOND SIDE
9
CUT FIRST SIDE
8
CUT SECOND END
7
CUT FIRST END
6
COMPLETE CUT
5
CUT ALONG LINE
4
START CUT
3
GRASP SHIPS
2
OBTAIN STOCK
SELECT SHIPS
ASSOC. 1 & 2 WITH SIDES/ENDS
RECOGNIZE RECTANGLE
DEBUR AND EDGE
1

DEVELOPHENTAL INSTRUCTIONAL SEQUENCE



DEVELOPMENTAL INSTRUCTIONAL AND EVALUATION SEQUENCE

Number	Learning Activity	Evaluation Activity
1-2	Cutting straight lines.	Pretest - Related Skills Rate P & P#
2-3	Obtain and check layout.	Rate P & P
3-4	Select snips.	Rate P & P
4-5	Use snips.	Rate P & P
5-6	Develop matl. skills needed.	Identification test
6-7	Cut out sheetmetal rectangle.	Rate P & P
7-8	Debur.	Rate P & P
8-9	Demonstrate skill.	Post test - rate P & P

Process and product.

Sheet Metal - Cut-Out Rectangle Checklist

Student _____ Date _____

Class _____ Project _____

Instructor _____

Satisfactorily completed →	++
Making progress	+
Must improve	blank
Has not started	N.S.

Step	Evaluation	Comments
1. Selects correct material		
2. Checks pattern to see that it is correctly placed on material		
3. Selects correct snips		
4. Selects correct file		
5. Grasps snips firmly		

Steps	Evaluation	Comments
6. Carefully starts cut slightly (+1/32") to outside of pattern line		
7. Starts on end cut		
8. Checks line on cut continuously		
9. Cuts in a continuous motion		
10. Completes cut carefully (Does not cut beyond the pattern.)		
11. Cuts second end		
12. Cuts first side (Check 6, 8-10 again)		
13. Cuts second side (check 6, 8-10 again)		

Appendix K

Reading Competencies by Grade Levels

BASIC READING SKILLS

by

Diane K. Johnson

VTC-EMR

May, 1975

UW-Stout

This handout was prepared for the purpose of providing basic information regarding reading skills and the grade levels at which these skills are taught.

For example, if a student reads at a third grade level, the skills the student has acquired or been introduced to are listed under the third grade level. This is not to say that the student has acquired all the skills and can read with fluency and comprehension at this level.

It is not the purpose of this handout to teach the skills necessary to read but it is to guide the instructor by showing some of the skills and why and where some students will have problems in reading.

The following few pages are taken from a home economics text to be used as an example to point out where students may have difficulty when reading. The chapter is on Fruits. First, the assignment is given to read the chapter during the week and on Friday at class time a quiz will be given on the material. After the quiz, the students will prepare the molded fruit salad page 369. (The chapter is 17 pages long.)

Molded fruit salad

1 c. grapefruit, cut in pieces
1 c. oranges, cut in pieces, with juice
1 c. apples, cubed
1½ T. plain gelatin
¼ c. cold water
½ c. sugar
½ c. boiling water
2 T. lemon juice
1/3 c. pecans, broken in small pieces

1. Prepare 1 c. grapefruit and 1 c. oranges.
2. Soak 1½ T. plain gelatin in ¼ c. cold water for 5 minutes.
3. Wash and cut 1 c. apples in cubes (do not remove skin), and add to the other fruit.
4. Dissove ½ c. sugar and the gelatin in ½ c. boiling water. Chill until sirupy.
5. Combine the fruit, 2 T. lemon juice, and 1/3 c. pecans with the gelatin mixture.
6. Pour into 1 large mold or individual molds that have been rinsed in cold water. Chill.
7. Serve as a salad, arranged on salad greens, or as a dessert.

Yield: 4 to 6 servings.

Studies show that [illegible] adolescent boys and girls are low in vitamin C intake. Stress the importance of fruit [illegible] fresh fruit at each meal, to insure adequate vitamin intake.

CHAPTER 16

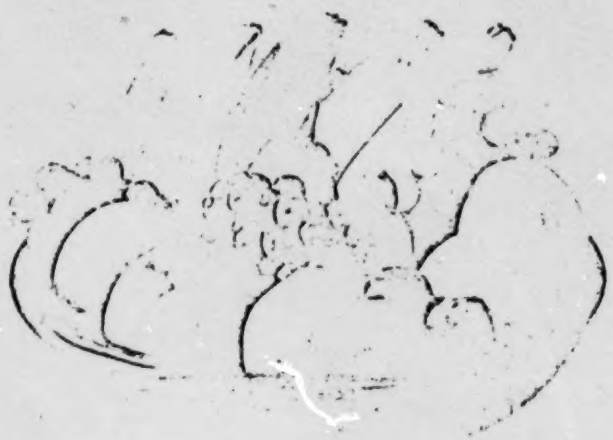
Fruits

Fruits, with their wide variety of colors, textures, shapes, flavors, and aromas, make a welcome and enjoyable contribution to the foods in our daily diets. In the preceding chapter, "Vegetables in Your Daily Meals," you learned that the Basic Four food guide recommends one serving of a good source of vitamin A at least every other day; and one serving of a good source or two servings of a fair source of vitamin C every day. These servings may be either vegetables or fruits. You may, for example, get your vitamin A from one-half cup of spinach or one half of a medium-size cantaloupe. You may get your allowance of vitamin C from one-half cup of broccoli or one medium orange. The remainder of the four or more daily servings recommended by the Basic Four food guide may be additional vitamin A, vitamin C, or hearty vegetables and fruits.

Learning about fruits

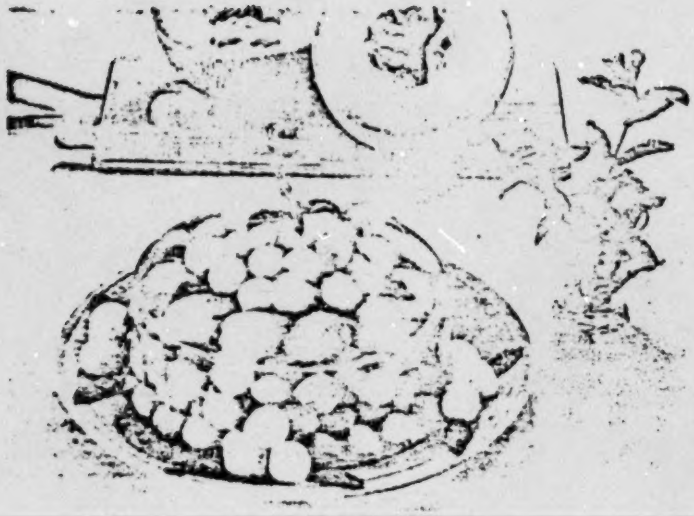
Fruits, like vegetables, may be classified according to vitamin A or vitamin C content or as being hearty. However, these are very general classifications, for some fruits can be included in more than one category. For example, apricots and prunes are rich in vitamin A, but they are also hearty fruits because of their sugar content. Cantaloupe is a good source of vitamins A and C. Blueberries are a good source of vitamin C, but also have a fairly high sugar content.

As you can see, it is not enough to know which fruits are rich in one particular nutrient. If you are overweight, for example, you should also know the calorie content. You would then choose cantaloupe rather than calorie-rich avocado for vitamin A. You would choose grapefruit rather than blueberries for vitamin C.



Fresh fruits are an important source of vitamins A and C, which are needed in a daily diet.

United Fruit Company



Fresh cantaloupe halves and papaya balls set in molded salad.

United Fresh Fruit and Vegetable Association

When buying canned or frozen fruits, you would choose those with the least sugar added—for example, peaches canned in light rather than heavy syrup.

In this chapter you will learn about many common fruits, classified according to their chief contribution to the diet. You will learn how to make the most of the nutrients they contain by buying fruits of good quality and storing them properly. You will learn some of the familiar ways each fruit is used in meals and how to select it for the use intended.

Vitamin-A fruits

The vitamin-A fruits described here are apricots, cantaloupes, papayas, peaches, prunes, and watermelons. Avocados, which are also rich in vitamin A, are described as hearty fruits because of their fat content.

Apricots. The most important contribution of apricots to the diet is vitamin A, three raw apricots containing 2,890 International Units of this vitamin. Apricots may be served as a juice, as a breakfast or dessert fruit, or as an ingredient in such dishes as apricot upside-down cake and baked apricot whip.

Good fresh apricots are plump and fairly firm, with a uniformly golden-orange color. A firm to hard flesh and greenish yellow color indicate immature apricots with a poor flavor. Shrinking or shriveling indicates poor flavor.

Fresh apricots are extremely perishable, so they should be eaten as soon as possible after purchase. They should be washed, dried, and stored in a plastic bag in the refrigerator. Care should be taken not to bruise them thus hastening decay.

Because fresh apricots do not keep well and are available for only a month or so each year in our markets, we often use this food in canned or dried forms. (For a review of how to buy and store canned foods and dried foods, see Chapters 1 and 2.)

Cantaloupes. Cantaloupes are a good source of vitamins A and C. This fruit may be cut into halves or quarters, and served plain as a breakfast fruit or as a lunch or dinner dessert or it may be cut into balls

358 Demonstrating the preparation of fresh fruit cup is a good way to teach methods of preparing different fruits. Also include a review of buying and storing different fruits.

Several things must be considered when giving this assignment.

1. The assignment may be too long for some to do in a week.
2. The student may not be able to comprehend the written material.
3. Student may lack in the basic home economics vocabulary and basic sight vocabulary.
4. He may lack in skills in sounding out new words.
5. He may not know all the abbreviations used in the recipe c., T., tsp., tbsp.
6. He may have difficulty with recipe terms such as:

cubed	plain gelatin	arranged
juice	prepare	salad greens
soak	dessert	chill
syrupy	pecans	grapefruit
oranges	lemon	gelatin mixture
mold	individual	rinsed
served		

7. May have trouble measuring the correct amounts.
8. May have difficulty in preparing a shopping list to have the supplies on hand.
9. Quizes frustrate him. (May skip class on Friday to avoid quiz, therefore, missing the actual preparation of the salad which was the intent of the assignment: to prepare a well balanced and nutritious salad.)

Other basic reading skills a student may lack are checked on the following handout.

SKILLS GRADE LEVEL

Readiness Skills	Pre-School	1	2	3	4	5	6
Using Left to Right Progression	*	*					
Development of Motor Coordination							
Gross Motor	*	*					
Fine Motor	*	*	*	*			
Development of Listening Skills	*	*	*	*	*	*	*
Basic Sight Vocabulary	*	*	*	*			

SKILLS

GRADE LEVEL

Word Analysis Skills	Pre-School	1	2	3	4	5	6
Single consonants							
Beginning	-	-					
Final	-	-					
Middle	-	-					
Consonant Blends (eg. br, st, spl.)		-	-	-	-		
Consonant digraphs (ag, ch, th, wh, sh, ck)			-	-			
Vowels, short & long		-	-	-	-		
Vowel digraphs							
Regular (ai, ea, ie, ee, ao, ay)		-	-	-	-	-	-
Irregular (oo, au, ea, ow, aw, ei)		-	-	-	-	-	-
Vowel diphthongs (oi, oy, ou, ow, ew)		-	-	-	-	-	-
Murmur diphthongs (ar, ir, er, or, ur)		-	-	-			
Variant consonant sounds (eg. circus, garage) (c, g, s, q, d, x, t, & z)			-	-			
Silent letters (gh, kn, wr) (h, k, l, p, w)			-	-	-	-	-
Compound words		-	-	-	-	-	-
Root words (base words)		-	-	-	-	-	-
Possessive forms		-	-	-	-	-	-
Plurals		-	-	-	-	-	-
Contractions		-	-	-	-	-	-
Prefixes & Suffixes		-	-	-	-	-	-
Syllabrication				-	-	-	-
Accent					-	-	-

SKILLS GRADE LEVEL

Oral Reading	Pre-School	1	2	3	4	5	6
Expresssing meaning through expression, pronounciation & enunciation.		-	-	-	-	-	-
Acquiring fluency.		-	-	-	-	-	-
Eye, voice contact (correct pitch, volume and stress)		-	-	-			
Interpreting punctuation (stops at period, pauses at comma)		-	-	-	-	-	-

COMPREHENSION SKILLS

GRADE LEVEL

Literal Comprehension	Pre-School	1	2	3	4	5	6
Developing word meaning		-	-	-	-	-	-
Antonyms, synonyms, homonyms		-	-	-	-	-	-
Recognizing multiple meanings		-	-	-	-	-	-
Understanding context meaning of words, phrases, sentences, & paragraphs.		-	-	-	-	-	-
Identifying pronoun referents (I, me, you, us, they)		-	-	-			
Developing vocabulary in content subjects.					-	-	-
Following directions		-	-	-	-	-	-
Interpretive Comprehension							
Critical Reading & Literary Analysis							
1. Differentiating fact & fiction.			-	-	-		
2. Noting author's intent, tone & mood.					-	-	-
3. Noting characterization and setting.					-	-	-
4. Evaluating statements for validity (biased statements).					-	-	-
5. Interpreting figurative & colorful expressions. (Propaganda Techniuqes)						-	-
6. Summarizing ideas.					-	-	-
7. Drawing conclusions.			-	-	-	-	-
Creative Reading							
1. Relating to personal experiences.		-	-	-	-	-	-
2. Reading for enjoyment.		-	-	-	-	-	-
3. Reading for information.				-	-	-	-

SKILLS GRADE LEVEL

Reference & Study Skills	Pre-School	1	2	3	4	5	6
Developing alphabetical sequence.		-	-	-	-		
Utilizing dictionary skills					-	-	-
Using reference materials.					-	-	-
Following oral & written directions.	-	-	-	-	-	-	-
Developing listening skills.	-	-	-	-	-	-	-
Organizing materials:							
1. Classifying		-	-	-			
2. Notetaking, outlining					-	-	-
3. Summarizing				-	-	-	-
Applying study techniques:							
1. Skimming						-	-
2. Scanning						-	-

There are signs to watch for if a student is having difficulty with an assignment. A few are listed below.

1. Loses interest.

2. Distracts others.

3. Seeks attention

4. Speaks out against the assignment.

   "Waste of time"
   "What do I need to know this for"

5. Slams books.

6. Asks to leave the room.

7. Talks to others in class about personal experience.

An instructor who has an EMR in class will not have the skill or the time to teach the student to read, this is to say if the student would be able to learn to read. Other approaches must be utilized if the student is to learn the materials necessary to complete the course.

A few ideas on presenting the same material that must be read is listed below.

1. Rewrite the materials at a level the student can comprehend.

2. Tape the material.

3. Take notes from the material on the student's level and use these as handouts.

4. Use tutors or buddy system.

5. Use audio and visual materials.

   a) Actual items
   b) Slides
   c) Films
   d) Video tape
   e) Charts
   f) Graphs

CHECKLIST FOR INSTRUCTOR USE:

SKILLS GRADE LEVEL

Readiness Skills	Pre-School	1	2	3	4	5	6
Using Left to Right Progression	-	-					
Development of Motor Coordination							
Gross Motor	-	-					
Fine Motor	-	-	-	-			
Development of Listening Skills	-	-	-	-	-	-	-
Basic Sight Vocabulary	-	-	-	-			

SKILLS GRADE LEVEL

Word Analysis Skills	Pre-School	1	2	3	4	5	6
Single consonants							
Beginning	-	-					
Final	-	-					
Middle	-	-					
Consonant Blends (eg. br, st, spl.)		-	-	-	-		
Consonant digraphs (ag, ch, th, wh, sh, ck)			-	-			
Vowels, short & long		-	-	-	-		
Vowel digraphs							
Regular (ai, ea, ie, ee, ao, ay)		-	-	-	-	-	-
Irregular (oo, au, ea, ow, aw, ei)		-	-	-	-	-	-
Vowel diphthongs (oi, oy, ou, ow, ew)		-	-	-	-	-	-
Murmur diphthongs (ar, ir, er, or, ur)		-	-	-			
Variant consonant sounds (eg. circus, garage) (c, g, s, q, d, x, t, & z)			-	-			
Silent letters (gh, kn, wr) (h, k, l, p, w)			-	-	-	-	-
Compound words		-	-	-	-	-	-
Root words (base words)		-	-	-	-	-	-
Possessive forms		-	-	-	-	-	-
Plurals		-	-	-	-	-	-
Contractions		-	-	-	-	-	-
Prefixes & Suffixes		-	-	-	-	-	-
Syllabrication				-	-	-	-
Accent					-	-	-

SKILLS GRADE LEVEL

Oral Reading	Pre-School	1	2	3	4	5	6
Expresssing meaning through expression, pronounciation & enunciation.		-	-	-	-	-	-
Acquiring fluency.		-	-	-	-	-	-
Eye, voice contact (correct pitch, volume and stress)		-	-	-			
Interpreting punctuation (stops at period, pauses at comma)		-	-	-	-	-	-

COMPREHENSION

SKILLS GRADE LEVEL

Literal Comprehension	Pre-School	1	2	3	4	5	6
Developing word meaning		-	-	-	-	-	-
Antonyms, synonyms, homonyms		-	-	-	-	-	-
Recognizing multiple meanings		-	-	-	-	-	-
Understanding context meaning of words, phrases, sentences, & paragraphs.		-	-	-	-	-	-
Identifying pronoun referents (I, me, you, us, they)		-	-	-			
Developing vocabulary in content subjects.					-	-	-
Following directions		-	-	-	-	-	-
Interpretive Comprehension							
Critical Reading & Literary Analysis							
1. Differentiating fact & fiction.			-	-	-		
2. Noting author's intent, tone & mood.				-	-	-	-
3. Noting characterization and setting.					-	-	-
4. Evaluating statements for validity (biased statements).					-	-	-
5. Interpreting figurative & colorful expressions. (Propaganda Techniuqes)						-	-
6. Summarizing ideas.					-	-	-
7. Drawing conclusions.			-	-	-	-	-
Creative Reading							
1. Relating to personal experiences.		-	-	-	-	-	-
2. Reading for enjoyment.		-	-	-	-	-	-
3. Reading for information.				-	-	-	-

SKILLS GRADE LEVEL

Reference & Study Skills	Pre-School	1	2	3	4	5	6
Developing alphabetical sequence.		-	-	-	-		
Utilizing dictionary skills					-	-	-
Using reference materials.					-	-	-
Following oral & written directions.	-	-	-	-	-	-	-
Developing listening skills.	-	-	-	-	-	-	-
Organizing materials:							
1. Classifying		-	-	-			
2. Notetaking, outlining					-	-	-
3. Summarizing				-	-	-	-
Applying study techniques:							
1. Skimming						-	-
2. Scanning						-	-

Appendix L

Math Competencies by Grade Levels

FUNCTIONAL MATHEMATICS

FOR EMR STUDENTS

by

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VTC-EMR

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May, 1975

The intent of the following handout is to give instructors a guide to follow when planning and teaching math skills to EMR students.

The following applications can be made with the use of the guide:

1. The chart identifies a logical developmental sequence for the acquisition of math skills. This sequence can be used to:
   a. Plan vocational instruction which include the development of math skills needed to complete specific occupational tasks.
   b. Plan a math program for EMR's.
   c. Identify the math skills that an EMR has been exposed to if he has been in a special class.
2. Provide a concise summary of math skills.
3. Provide a summary of math terminology.
4. Provide a grade level when looking for appropriate materials.

This information was taken from the book, Functional Mathematics For the Mentally Retarded, Daniel Peterson, Charles E. Merrill Publishing Co.

TABLE 3.3

Preprimary Retardate
(Grade-Kndg.)

1. Form and Perception
basic manipulative experiences with geometric forms: rectangles, squares, circles.

2. Voc. Associated with Mathematics

big	tallest	narrow	off	in	down
little	thick	middle	ahead	out of	inside
long	thin	top	behind	next to	outside
short	wide	bottom	beside	heavy	all
tall	bunch	on	group	up	

3. Number Symbols
use of no.'s in play thru rote songs and games
symbol recognition and discrimination of no.'s
rote counting to 4
writing numerals 1 & 2
repeating three digits

4. Cardinal Numbers
recognizing indefinate numbers such as "most" and "few"
one-to-one correspondence
one too many
reproducing 1, 2, 3, 4
set recognition of 2, 3, 4

5. Ordinal Numbers
first, last

6. Measurement
recognition of common measuring instruments
concepts of day, night, age, older, younger, capacity, most
discrimination of something heavy

7. Money & Value
recognition of comparative values
identification of penny
discrimination of money
knowledge of money by use

8. Number Operations & Problem Solving
additive and subtractive actions
combine & separate combinations to four
how much are 1 & 1?
single responses to single questions

Primary Level Mathematics for Retardates
(Gr. 1-3)

1. Form and Perception
   recognition of common geometric shapes (sq. circle, rectangle, line, curve, star, ring, box)
   drawing lines, circles, squares
   use of stencils to reproduce shapes

2. Vocabulary Associated with Mathematics

slow	in	pay	weight	center
high	out	buy	how many	cone
low	on	spend	as much as	hole
large	off	cost	as many as	float
small	many	price	fewer	the same as
heavy	few	and	more	how much
light	empty	add	fewer than	trace
early	full	take away	more than	whole
late	cupful	answer	spoonful	half
larger	glassful	cold	cup	group (set)
smaller	stamp	hot	enough	taller
top	penny	tardy	a short way	tallest
bottom	nickel	before	a long way	
far	half	after	for each	
near	whole	fast	round	
up	sell	temperature	cube	
down	save	day	flat	

3. Number Symbols
   rote counting to fifty
   reading number symbols to 20
   reading number words to ten
   rote counting by 2's to ten and by 5's to twenty-five
   writing number symbols to twenty
   recognizing +, -, =, and ¢ (cent)

4. Cardinal Numbers
   rational counting to twenty
   concepts of dozen, more than, less than and equal
   relating number symbol to groups of objects through ten
   recognitions of groups of objects through ten
   and the ability to separate all possible sub-groups
   instant recognition of sets two through five
   concepts of sets, equal sets, union of sets, empty set, cardinal number to set, one-to-one correspondence
   dozen, 1/2 dozen

5. Ordinal Numbers

first	third	hours to twelve
second	last	half hours to twelve

6. Measurement
   concepts of time for recess, lunch, play, school ending
   thermometer: hot, cold, warm
   clock: recognition of basis parts of clock
     understanding terms such as hands and o'clock
     associating activities with certain times
     telling time by the hour (extension to half hour)
   calendar: telling and reading numbers, names of day, of week and months of the year
     ability to locate one's own birthday
   linear: knowledge that ruler and yardstick are for measuring
     doing some non-standard measurements
     recognizing longer, shorter, thick, thin, inch, foot
   capacity (weight)
     recognizing scale, gross weight
     differences, ounce, cup, pound, pint, quart, gallon

7. Money and Value
   knowledge of the function of money
   ability to name penny, nickel, dime and quarter
   concepts of equivalents of nickel and dime
   use of money to make simple purchase such as vending machines, carnival rides, school lunches, bus fares, theater and other admissions

8. Number Operations and Problem Solving
   knowledge of addition facts through ten

1	1	2	2	1	3	2	3	3	1	4	2	4	1	5
1	2	1	2	3	1	3	2	3	4	1	4	2	5	1
2	3	3	4	4	4	5	5	6	5	5	6	6	6	

   knowledge of subtraction facts through ten

2	3	3	4	4	4	5	5	6	5	5	6	6	6
1	1	2	2	1	3	2	3	3	1	4	2	1	5
1	2	1	2	3	1	3	2	3	4	1	4	5	1

   etc.

   use of no.'s to do such things as:
     count children, cookies, straws etc.
     tell age, address and phone no.
     solve simple problems related to addition and subtraction facts

* lower MA of EMR's - 3 yrs.
  upper MA of EMR - 6 yrs.

TABLE 5.2

Intermediate Level Mathematics for Retarded
(Gr. 4-6)

1. Form and Perception
knowledge of terms and ability to reproduce some geometric shapes such as circle, square, triangle, rectangle, sphere, cylinder, cone and cube; ability to discriminate and identify forms; ideas of left, right, north, south, east, west.

2. Vocabulary Associated with Mathematics

thick	next	couple	column	balance
thin	near	more	times	short
narrow	far	less	divide	shorter
wide	close	most	equals	shortest
heavy	under	least	length	higher
light	over	many	one third	highest
beside	beneath	few	one half	height
largest	above	altogether	rule	weight
smallest	below	same as	yard	sign
middle	before	plus	square	divide
right	after	adding to	inch	equals
left	between	sum	distance	difference
beginning	all	minus	width	
end	some	subtract	foot	
high	each	difference	check	
low	pair	sign	sales slip	
week	clock	o'clock	tax	
year	noon	hour	admission cost	
quick	sell	postage	one fourth	
warm	coins	credit	change	
cool	per	pay	charge	

3. Number Symbols
rote counting to two hundred
order numbers one to one hundred
reads number symbols and recognizes number names to one hundred
reads number words to fifty
counts by tens to one hundred
counts by fives to one hundred
counts by two to fifty
counts by threes to thirty
knows number symbols for money values

4. Cardinal Number
   rationale counting fifty to one hundred
   relating number symbol to groups of objects through twenty
   recognition of groups of objects through twenty and ability to separate all possible subgroups
   recognition of pattern sets to ten
   concept of sets as readiness for simple multiplication and division
   recognition of odd and even numbers to twenty
   ability to reproduce groups as needed functionally to one hundred
   knowledge of fractions such as 1/2, 1/3, 1/4 of a whole group
   knowledge of odd and even

5. Ordinal Number
   Knowledge of ordinal numbers through twelve

6. Measurement
   concepts of teaspoon, tablespoon, inch, foot, yard, gallon, ounce, cup, pint, quart, half dozen, pair, pound, dozen
   clock: telling time by the half hour and quarter hour; recognizing midnight, noon, AM, and PM. Telling time by five minutes and up to one minute
   calendar: knowing days of week, month of the year, seasons, the weather record, and the date school is over; recognizing that there are fifty-two weeks in a year.
   weight: reading weights on scales
   concepts of sixteen ounces = 1 pound, 2 pints = one quart, four quarts = one gallon, 1/2 cup
   thermometer: reading a simple thermometer, temperature gauge
   linear: reading a foot ruler and a yardstick
   concepts of twelve inches = one foot, three feet = one yard, one inch, 1/2 inch, how tall, how long, how wide, how high.

7. Money and Value
   can name all of the coins and bills to $20
   can utilize written money symbols
   can make change up to $1.00
   makes purchases up to $5.00
   understands commercial and business terms (see vocabulary sections)
   understands basic ideas of banking and saving
   understands the relative value of items

Intermediate Level Mathematics for Retarded (Continued)

8. Number Operations and Problem Solving
renames and regroups in addition and subtraction
performs column addition
divides to two places
multiplies simple combinations
adds simple fractons such as 1/2, 1/3, 1/4
understands commutative and associate properties
ability to complete simple one-step problems involving mensuring, scoring, grouping, attendance, money, and calendar
picks essential facts and identified process

TABLE 6.2

Junior High Level Mathematics for Retardates

(Gr. 7-9)

1. Form and Perception

experience with the following:

- vertical vs. horizontal
- different sizes, shapes, and parts
- end points
- angles

2. Vocabulary Associated with Mathematics

average	air mail	height
check	law-away	full
balance	past due	depth
account	due bill	minutes
endorse	earn	seconds
installment	rent	luxury
signature	expense	necessity
checking	charge	
savings	salary	
budget	fare	
debt	length	

3. Number Symbols

- rote counting as needed
- reading number symbols to 1000
- reading number words to one hundred
- writing numbers through hundreds
- counting by 2's to 100
- counting by 3's to 99
- counting by 4's to 48
- reading dollars and cents numbers and symbols
- reading Roman Numerals to XII
- reading decimal points
- knowing symbols for inch (") and foot (')
- knowing odd and even numbers

4. Cardinal Numbers

- counting groups through hundreds
- relating number symbols to groups of objects to 100
- recognition of groups of objects through 50 and ability to separate all possible subgroups
- knowledge of fractions such as 1/2, 1/8, 2/3, 3/4
- concept of sets to interpret division
- groups as: 14 into 2 equal groups; 15 into 3 equal groups; 18 into 6 equal groups

5. Ordinal Numbers
knowledge of ordinals through 31, or as needed
use in addresses

6. Measurement
concepts of AM, PM, 24 hours in a day, 4 seasons, 52 weeks, A.D., B.C., century, 1 hour, 60 minutes
clock telling time by the hour and minute hands: reading and writing time; associating time with schedules; common equivalents
calendar: reading all dates; knowing relationship of days, weeks, months, years, and seasons; knowing birth dates and holidays
weight: understanding ounces, pounds, and fractions-- and abbreviations for the same
thermometer: using a household thermometer; reading freezing point (above and below)
linear: understanding inches, feet, and yards
concept of 36 inches = 1 yard
reading graphs and charts
volume: understanding cups, pints, quarts, gallons and their relationships; using fractions of the above terms; knowing the various types of containers; utilizing concepts of teaspoon and tablespoon.

7. Money and Value
concept of coins and their relationships
using decimal point in money problems
ability to make change for $1.00 (with extension to $10.00)
equivalents to $1.00 (25¢ = quarter, 2 dimes + nickel etc.)
cost of stamps; movie, lunch etc.

8. Number Operations and Usage
one column

5 + 7 + 8 + 9 = 38

5	4	3¢
1	8	9¢
2	1	1¢

addition: two and three column without carrying

21	32	24	142
6	4	51	221
		12	433

two column with carrying from first column

$0.68	29	26	45¢	45	11	Check by adding reverse
0.29	2	5	6¢	24	26	Fraction 1/4 + 1/4 + 1/3 + 2/3
				13	37	

subtraction: Higher decade subtraction combinations: one, two and three place numbers from up to a three-place number; borrowing from units and tens columns.

25	35	50	10	$0.94	739	821	535	692
15	20	16	8	0.64	26	12	54	193

simple fractions: 2/4 — 1/4, 2/3 — 1/3, 1/2 — 1/4

multiplication: 2's through 9's and reverses

2	2	3	8	9	9
2	3	2	9	8	9

two and three digit by one digit:

7	32	73	$2.98
124	4	3	2

division: 2's through 5's

2)$\overline{4}$ 3)$\overline{27}$ 3)$\overline{\$1.29}$ 5)$\overline{\$2.05}$ 8 ÷ 2

TABLE 7.2

Senior High Consumer - Vocational Mathematics for Retardates
(Gr. 10-12)

1. Form and Perception
experience with the following:

sphere	surface
length	area
square	perpendicular
cube	perimeter
angle	

2. Vocabulary Associated with Mathematics

profit	time payment	billions
loss	social security	millions
expire	revolving charge	cancelled
insurance	time clock	twice
utilities	wheel tax	endorse
increase	job rating	perimeter
decrease	credit rating	perpendicular
deduction	deposit slip	volume
loan	bill of sale	surface
receipt	sales tax	angle
withdrawal	time tables	capacity
economical	property tax	stamps
employment	parcel post	value
payment	special delivery	lease
refund	state	annual
city	federal	installment
C.O.D.	F.O.B.	bills

3. Number Symbols
reading numbers to five places
reading number words into thousands
writing numbers through 1000
reading Roman numerals to X, L, and C

4. Cardinal Numbers
relating numbers and groups
knowing all common fractions
comparing fractions

5. Ordinal numbers
knowing all common ordinals

6. Measurement
clock: using schedules and time tables; computing time, tell time by the second, understanding the relationship of time and distance, knowing how to set a clock.
calendar: understanding concepts of 1/2 year, 1/4 year, century, knowing

calendar relationship to salaries, rents, taxes, budgets
weight: understanding concepts of 100 pounds and ton
thermometer: understanding concepts of boiling point and freezing point, reading degrees on thermometer
linear: reading maps and drawing to scale, using concepts of dimensions, perimeters, and miles, reading speedometers
dry: understanding concepts of quart, peck, and bushel weighing such things as water and sand

7. Money and Value

ability to make change to $100
understanding concepts of per, bills, banking, installment, account, down payment, mortgage, and loans, wise buying
ability to make purchases and obtain correct change (groceries, lunches, bus fares, gasoline, etc.)
cost of recreation and maintenance, etc.

8. Number Operations and Usage

addition: straight and irregular column addition with carrying to 3 and 4 places

310 + 376 + 139 = 746 756
513 4,320
189 3,679

subtraction: higher decade subtraction up to four-place numbers

9,282	5,413	$90.10
3,973	4,186	62.96

multiplication: 10's through 12's and reverses

10	11	11	11	12	12
9	11	12	8	6	12

two and three digits by two digits

87	76	197	$2.08
36	35	48	.12

division: one and two-place divisors

$8\overline{)5,984}$ $4\overline{)4,011}$ $12\overline{)1248}$

fractions: reducing to lowest terms

2/4 4/8 2/6 4/6

percentage: simple percentages as needed in budgeting banking, borrowing, etc.

Appendix M

Communiques and Agenda for Dissemination Conference

October 1, 1975

Dear

During last summer's workshop for the participants in the Vocational Teacher Competency-EMR Project our participants mentioned that they would like to share their experiences and their programs with other special and vocational educators throughout the state. After reviewing schedules, we have decided to hold this dissemination meeting on Friday, November 7th, 1975. The meeting will be conducted at the Sheraton Motel in Madison, Wisconsin.

During this meeting we will overview the activities of the project and each participating team will review the approaches they have taken to vocational education for EMR students in their schools. A variety of techniques and approaches have been utilized by the six teams. Therefore, the meeting should be very interesting and informative.

At the end of the presentations we have planned a discussion period in which those in attendance may meet with the team members to discuss in more detail their activities and programming for EMR students.

If possible, we would like to have you attend the meeting and interact with our participants. This will give you a firsthand opportunity to review the activities of the project. The week after the meeting I will contact the advisory committee members in attendance and ask them for their reactions to the approaches being taken by the participating teams and the research activities utilized in the project.

Your attendance at this conference would constitute one of our advisory committee meetings. Thus, your expenses for the conference will be reimbursed by the project. These expenses would include mileage, room, and food.

Please complete the enclosed form so that we will know how many advisory committee members will be able to attend the conference.

If you have any questions, please contact me.

Sincerely yours,

Orville Nelson

Orville Nelson
Director,
Vocational Teacher Competency-EMR Project

Enclosures: Business Reply
Agenda
Response Form

Participating Teams in the Vocational Teacher Competency-EMR Project

EAU CLAIRE NORTH HIGH SCHOOL

Tom Frisbie (now at Eau Claire Memorial), Counselor
Terry O'Connell, Media Specialist
Robert Rau, Special Education
Terry Topping, Industrial Education
Wendy VanEs, Work Evaluator

VTAE DISTRICT 1 (EAU CLAIRE)

Wallace Chisholm, Quantity Foods
Ralph Munger, Media Specialist
Kay Olson, Special Needs
Mike Stacy, Division Chairperson, General Education

GATEWAY TECHNICAL INSTITUTE

Carol Kay
Helen McFarlane
Doris Mayers, Work Evaluator
Ralph Troeller, Instructional Coordinator
Gilmore White, Opportunity Center Coordinator

MADISON EAST HIGH SCHOOL

Bernie Kane, Industrial Education
Audrey Lehman, LVEC, Home Economics
Carl Lindenlaub, Media Specialist
Sue Richter, Special Education

OSHKOSH WEST SENIOR HIGH SCHOOL

Ellen Baynes, Home Economics
Cindy Irwine, Media Specialist
Mike McMahon, Special Education
Karen Wachlin, Special Education

RACINE PUBLIC SCHOOLS

Carl Hipp, Special Education
Edith Koch, Special Education Resource Person and
Media Specialist
Ken Kotes, Special Education
Al Pitts, LVEC
Dennis Tesolowski, Industrial Education
(presently an EPDA fellow)

EVENING WORKSHOP AGENDA

6:00 p.m.	Welcome to Workshop/Overview of Agenda
6:15 p.m.	Discussion of Research Model for EMR Project
6:30 p.m.	Discussion of Team Activities and Needs
7:00 p.m.	Problems Encountered in Meeting the Needs of EMR's
7:30 p.m.	Reactions to January Workshop Agenda
8:00 p.m.	Suggestions for Case Study Format
8:30 p.m.	Vocational Education Model for EMR's

Center for VTAE
10/1/75

UW-Stout
Menomonie, Wi

Vocational Teacher Competency-EMR
Conference
at
Sheraton Motel
Madison, Wisconsin

Date: Friday, November 7, 1975

Agenda:

9:00 a.m. - 9:30 a.m.	Welcome and overview of the VTC-EMR Project
9:30 a.m. -10:00 a.m.	Eau Claire North Senior High School
10:00 a.m. -10:15 a.m.	Coffee Break
10:15 a.m. -10:45 a.m.	Gateway Technical Institute (Racine and Kenosha)
10:45 a.m. -11:15 a.m.	Madison East Senior High School
11:15 a.m. -11:45 a.m.	Oshkosh West Senior High School
11:45 a.m. - 1:00 p.m.	Lunch
1:00 p.m. - 1:30 p.m.	Racine Public School System
1:30 p.m. - 2:00 p.m.	VTAE District 1 (Eau Claire)
2:00 p.m. - 3:00 p.m.	Coffee and discussion. Those attending meet informally with participating teams to discuss vocational education for the handicapped.
3:00 p.m.	Adjourn

Appendix N

Outline for Madison In-Service Course

Course Outline: Crowner-DeGraaf teaching strategies for EMR students in Vocational and Practical Arts Courses

Session	Date	Instructor	Activities
1.	Sept. 12	Crowner-DeGraaf	Introductions - Registration Definitions of M.R. Explanation of course structure Assignment Pretest of: Needs, concerns Problems re: M.R. Discussions on intelligence, normality, and labeling
2.	Sept. 19	Crowner-DeGraaf	Problems and characteristics of the mentally retarded
3.	Sept. 26	Crowner	Analysis of problems - needs, concerns
4.	Sept. 26	Crowner	Classification systems - primary and secondary characteristics
5.	Oct. 10	Crowner	The manifestations of learning problems in the laboratory setting
6.	Oct. 17	DeGraaf	Basic learning theory Discussion of general teaching model
7.	Oct. 24	DeGraaf	Class discussions of student projects with an evaluation checksheet
8.	Oct. 31	DeGraaf	Continue student project discussion
9.	Nov. 13	DeGraaf	Evaluation of instructor, media and materials for instruction Visit to TMR (Badger) Drop In Center
10.	Nov. 21	Crowner	The anticedant and consequences of the learning event - Structuring the environment
11.	Dec. 5	DeGraaf	Discussion re: Funding, certification Final class evaluation

FUNCTIONAL COMPETENCIES FOR VOCATIONAL EDUCATORS WHO TEACH STUDENTS WITH MILD TO MODERATE DEGREES OF MENTAL RETARDATION

I. The Ability to Interpret Complex Systems of Classification

Rationale

Knowledge of classification systems and their underlying foundations helps to clarify the purpose of such systems and assists the individual in examining the positive versus the negative uses of such systems. This information may provide a base for positive action toward classified students. It is assumed that limited knowledge of classification paradigms leads to over classification and inappropriate classification.

Examples of Specific Knowledge in This Area

A. Limitations of Definition (operational definitions)

B. Differences in Primary and Secondary Characteristics

C. Concepts of a Normal Curve

D. Abstractions and Their Use in the Real World

E. What is Mental Retardation

F. The Screening Function of Classifications Systems Versus Remediation Functions of Classification Systems

II. The Ability to Set Instructional Objectives Which are Relevant to the Needs of Students Within the Subject Matter Being Taught.

Rationale

Beyond the mere composition of the simple behavioral objectives the teacher must be able to analyze the needs of his students relative to what the experts in his field believe should be taught. Knowledge in this area should lead to the development of sound instructional objectives which will functionally contribute to the needs of students. This latter criterion is often left unexamined.

Examples of Specific Knowledge in This Area

A. Principles for Construction of Behavioral Objectives

B. Interpretation of Standardized Test Scores

C. Use of Baseline Techniques

D. Use of Single Subject Designs (pre-test data)

E. Measurement Designs, i.e., trials Criterion Data Systems, Criterion and Probe Systems

F. Interview Techniques

G. Fundamentals of Applied Behavioral Analysis Such as Those Delineated by Vance Hall and Others

III. The Ability to Apply Fundamental Principles of Learning to Protocols Used in Specific Instructional Procedures

Rationale

Assuming that instruction can be conceived of in three parts, that is, antecedants, learning events and consequences, it becomes clear that knowledge regarding the contingencies affecting each of these areas will allow for greater control over the teaching process.

Examples of Specific Knowledge in This Area

A. Principles of Goal Analysis, Skill Analysis and Task Analysis

B. Principles of Applied Behavioral Analysis

C. Principles of Behavior Modification, specifically:

1. Value of consistency
2. Reinforcement techniques
3. Shaping procedures
4. Fading procedures
5. Successful approximation

D. Design of Token Economy

E. Design of Contingency Contracts

F. Design of Appropriate Cue Systems

G. Tasks Sequencing

H. Use of Instructional Space, i.e., quiet rooms, etc.

I. Fundamentals of Human Growth and Development

IV. The Ability to Design Appropriate Systems of Evaluation

Rationale

Without evaluation, there is no feedback system to instruction. Evaluation is to instruction what the thermostate is to the furnace. Instruction without evaluation is static. With evaluation instruction is fluid and adaptable.

Examples of Specific Knowledge in This Area

A. Normalization Procedures and Their Limitations

B. The Relationship of Evaluation to Objective Setting and Instructional Procedures. For example, how can knowledge of this skill or concept be demonstrated?

C. Post Test Design

D. Criterion Referenced Data Versus Normative Referenced Data

E. Evaluation for Improvement of Instruction Versus Evaluation for Use by the Student

F. Continuous Monitering Systems Versus Delayed Evaluation Advantages and Disadvantages

Appendix O

Computer Programs

Job Retrieval

EMR Characteristics

```
RUN DOT
*** THIS PROGRAM ASSISTS YOU IN SELECTING JOB TITLES ***
*** BASED ON SEVERAL CRITERION WHICH YOU SELECT      ***
    IF YOU DECIDE NOT TO SELECT ANY SINGLE CRITERION, THEN ALL
    ENTRIES WILL BE INCLUDED FOR THAT CRITERION
    FOR EXAMPLE (IF YOU SELECT *ONLY* OCCUPATION GROUP 3, THEN
    ALL JOB TITLES IN GROUP 3 WILL BE LISTED
DO YOU WANT TO SELECT *OCCUPATION GROUP* (YES OR NO)? NO
DO YOU WANT TO SELECT *LEVEL OF ABILITY OF DATA*? YES
ENTER LEVEL OF ABILITY OF *DATA*? 7 8 OR 9
DO YOU WANT TO SELECT *LEVEL OF ABILITY OF THINGS*? YES
ENTER LEVEL OF ABILITY OF *THINGS*? 7 OR 8 OR 9
DO YOU WANT TO SELECT *LEVEL OF ABILITY OF PEOPLE*? YES
ENTER LEVEL OF ABILITY OF *PEOPLE*? 7 8 OR 9

  THE OCCUPATIONAL TITLES ARE:

306.878 010  MAID GENERAL
307.878 010  NURSEMAID
311.878 010  BUS BOY
311.878 058  WAITER INFORMAL
318.887 010  KITCHEN HELPER
323.887 014  MAID
355.878 034  NURSE AID
381.887 030  PORTER
519.887 022  FOUNDRY WORKER GENERAL
706.887 010  ASSEMBLER PRODUCTION
739.887 034  ASSEMBLER SMALL PRODUCTS
919.887 010  CLEANER
920.887 110  PACKAGER HAND
922.887 070  LABORER STORES
929.887 046  LABORER SALVAGE
929.887 050  MATERIAL HANDLER
354.878       HOME HEALTH AIDE (HOME ATT'D) OR FIRST-AID ATTENDANT
359.878       CHILD-CARE ATTENDANT OR KINDERGARTEN AIDE
829.887       MATERIAL HANDLER
292.887       MATERIAL HANDLING SALESMAN OR DRIVER-HELPER
299.887       RETAILING STOCK GIRL OF WOMEN'S APPAREL
317.887       FOOD PREPARATION COOK HELPER
406.887       NURSERY WORKER (LANDSCAPING)
441.887       FOREST-FIRE FIGHTER
407.887       PARK WORKER
449.887       SEED-CONE PICKER
860.887       CARPENTER HELPER
864.887       CEMENT MASON HELPER
866.887       ROOFER HELPER
861.887       BRICKLAYER HELPER
389.887       SEXTON (BUILDING MAINTENANCE AND SERVICE)
369.887       LAUNDRYMAN/LAUNDRESS
309.878       CLOTHING MAINTENANCE SPECIALIST
780.887       UPHOLSTERER HELPER
827.887       ELECTRICAL APPLIANCE SERVICEMAN HELPER
807.887       AUTO-BODY REPAIRMAN HELPER


*** DO YOU WANT TO TRY ANOTHER SELECTION? NO

Ready
```

```
**********>>L O A D  **********

   P A G E  N U M B E R  1                    19-Jan-76  03:35 PM

10 OPEN "DOT" AS FILE 1: DIM #1, A(2),B$(200)=9,A$(200)=64
20 A=A(1)
30 &"ENTER DOT AND DESCRIPTIONS"
40 FOR I=A+1 TO 200
45 &USING"### ",I;
50 INPUT"ENTER DOT NUMBER ";C$
60 IF INSTR(1,C$,"END")<>0 THEN 500
65 IF INSTR(1,C$,"BACK")=0 THEN 70
66 I=I-1:GOTO 45
70 IF LEN(C$)<>6 THEN 50
71 FOR J=1 TO I-1
72 IF C$<>LEFT(B$(J),6) THEN 77
73 &"DOT NUMBER "C$" EXISTS AT LINE"J
74 GOTO 45
77 NEXT J
79 A(1)=I
80 B$(I)=C$
90 INPUT"DESCRIPTION ";C$
100 IF LEN(C$)>64 THEN 90
110 A$(I)=C$
150 NEXT I
500 A(1)=I-1
550 STOP
600 CLOSE 1
700 END
```

```
RUN DOT
*** THIS PROGRAM ASSISTS YOU IN SELECTING JOB TITLES ***
*** BASED ON SEVERAL CRITERION WHICH YOU SELECT      ***
    IF YOU DECIDE NOT TO SELECT ANY SINGLE CRITERION, THEN ALL
    ENTRIES WILL BE INCLUDED FOR THAT CRITERION
    FOR EXAMPLE (IF YOU SELECT *ONLY* OCCUPATION GROUP 3, THEN
    ALL JOB TITLES IN GROUP 3 WILL BE LISTED
DO YOU WANT TO SELECT *OCCUPATION GROUP* (YES OR NO)? NO
DO YOU WANT TO SELECT *LEVEL OF ABILITY OF DATA*? NO
DO YOU WANT TO SELECT *LEVEL OF ABILITY OF THINGS*? NO
DO YOU WANT TO SELECT *LEVEL OF ABILITY OF PEOPLE*? NO

  THE OCCUPATIONAL TITLES ARE:

 007.081 038  MECHANICAL ENGINEER
 007.187      TOOL DRAWING CHECKER
 007.281 014  DRAFTSMAN MECHANICAL
 012.168 022  SYSTEMS ANALYST BUSINESS ELECTRONIC DATA PROCESSING
 012.188 030  INDUSTRIAL ENGINEER
 017.281      DETAILER OR DRAFTSMAN OR DRAFTSMAN APPRENTICE
 020.188 026  PROGRAMER BUSINESS
 075.378 014  NURSE GENERAL DUTY
 079.378 026  NURSE LICENSED PRACTICAL
 142.081      FLORAL DESIGNER
 160.188 010  ACCOUNTANT
 162.158      FIELD MAN (FORESTRY)
 189.168 018  MANAGER TRAINEE
 201.368 018  SECRETARY
 203.588      TYPIST
 206.388      FILE CLERK
 207.782      OFFSET-DEPLICATING-MACHINE OPERATOR
 209.388 022  CLERK-TYPIST
 211.468      RETAILING CASHIER
 213.582 010  KEY PUNCH OPERATOR
 216.448      ADDING-CALCULATING MACHINE OPERATOR
 219.388 066  CLERK GENERAL OFFICE
 250.258 014  SALESMAN INSURANCE
 260.458      RETAILING SALESPERSON
 289.358 022  SALESMAN HOUSE-TO-HOUSE
 289.358 014  SALESMAN GENERAL
 289.458      RETAILING SALESPERSON - GENERAL
 292.358 010  SALESMAN-DRIVER
 292.887      MATERIAL HANDLING SALESMAN OR DRIVER-HELPER
 299.468      RETAILING CASHIER-CHECKER
 299.587      RETAILING BAKERY GIRL
 299.884      DRAPERY HANGER
 299.887      RETAILING STOCK GIRL OF WOMEN'S APPAREL
 306.878 010  MAID GENERAL
 307.878 010  NURSEMAID
 309.878      CLOTHING MAINTENANCE SPECIALIST
 310.868      FOOD SERVICE HOST/HOSTESS
 311.878 010  BUS BOY
 311.878 058  WAITER INFORMAL
 313.381 018  COOK
 313.884      BAKING AND PASTRY BAKER HELPER
 314.381 010  COOK SHORT ORDER
 317.884      FOOD PREPARATION SANDWICH MAN/GIRL
 317.887      FOOD PREPARATION COOK HELPER
 318.887 010  KITCHEN HELPER
 321.138      HOUSEKEEPER
```

323.887	014	MAID
329.478		MATERIAL HANDLING RECEIVING ROOM CLERK
354.878		HOME HEALTH AIDE (HOME ATT'D) OR FIRST-AID ATTENDANT
355.878	034	NURSE AID
359.878		CHILD-CARE ATTENDANT OR KINDERGARTEN AIDE
362.884		DRY CLEANER
363.782		ALL AROUND PRESSER (CLOTHING SERVICE)
369.687		ASSEMBLER (CLOTHING SERVICE)
369.887		LAUNDRYMAN/LAUNDRESS
372.868	030	GUARD
381.887	030	PORTER
382.884		JANITOR
389.887		SEXTON (BUILDING MAINTENANCE AND SERVICE)
406.181		FLOWER GROWER
406.887		NURSERY WORKER (LANDSCAPING)
407.138		GREENSKEEPER
407.181		LANDSCAPE GARDENER
407.868		PARK CARETAKER
407.884		GROUNDSKEEPER
407.887		PARK WORKER
409.883		FARM-EQUIPMENT OPERATOR
424.883		HEAVY-EQUIPMENT OPERATOR
441.384		FOREST AID
441.887		FOREST-FIRE FIGHTER
449.287		CRUISER
449.887		SEED-CONE PICKER
504.782		HEAT TREATER
519.887	022	FOUNDRY WORKER GENERAL
520.884		BAKING AND PASTRY BENCH HAND
600.280	030	MACHINIST
600.380	026	MACHINE SET-UP OPERATOR
601.280	062	TOOL-AND-DIE MAKER
604.280	010	ENGINE-LATHE SET-UP OPERATOR TOOL
604.380	042	TURRET-LATHE SET-UP OPERATOR
604.885		LATHE OPERATOR - PRODUCTION
605.782	030	MILLING-MACHINE SET-UP OPERATOR
609.885	022	PRODUCTION-MACHINE OPERATOR
615.782	034	PUNCH-PRESS OPERATOR
616.885		MULTI-OPERATION FORMING-MACHINE OPERATOR
619.885	070	MACHINE OPERATOR
620.281	014	AUTOMOBILE MECHANIC
620.381		AUTOMOBILE SERVICE MECHANIC
620.884		TRACTOR-MECHANIC HELPER
623.281		OUTBOARD-MOTOR MECHANIC OR SNOWMOBILE MECHANIC
624.381		FARM MACHINERY SET-UP MAN
624.781		ASSEMELY REPAIRMAN (AGRICULTURAL MECHANICS)
624.884		GREASER (AGRICULTURAL MECHANICS)
625.281		GASOLINE ENGINE REPAIRMAN OR POWER-SAW MECHANIC
626.281	014	MACHINE REPAIRMAN MAINTENANCE
637.281		AIR CONDITIONING MECHANIC - COMMERCIAL AND DOMESTIC
637.381		REFRIGERATION MECHANIC AND UNIT REPAIRMAN
638.281	022	MAINTENANCE MECHANIC
651.782		STRIPER MAN
651.885		OFFSET-PRESS OPERATOR
651.886		PRESS-MAN HELPER
659.380		PLATE FINISHER
669.782		WOODWORKING MACHINE OPERATOR
705.884		BENCH GRINDER
706.887	010	ASSEMBLER PRODUCTION
723.884		APPLIANCE REPAIRMAN
739.887	034	ASSEMBLER SMALL PRODUCTS
780.381		AUTOMOBILE OR FURNITURE UPHOLSTERER
780.884		CHAIR UPHOLSTERER
780.887		UPHOLSTERER HELPER
782.884		SEAMSTRESS

```
786.782 086   SEWING-MACHINE OPERATOR
787.782 294   SEWING-MACHINE OPERATOR REGULAR EQUIPMENT
806.267       SHOP EXTIMATOR - AUTO BODY REPAIR
806.381       NEW CAR GET-READY MAN
806.884       AUTOMOBILE ACCESSORIES INSTALLER
807.381       AUTO BODY REPAIRMAN
807.884       MUFFLER INSTALLER
807.887       AUTO-BODY REPAIRMAN HELPER
810.782       WELDER
810.884 018   WELDER ARC
812.884 014   WELDER COMBINATION
816.884 014   FLAME CUTTER HAND
819.381 022   WELDER-FITTER
824.281 014   ELECTRICIAN
827.281       HOUSEHOLD APPLIANCE REPAIRMAN
827.381       HOUSEHOLD APPLIANCE INSTALLATION MAN
827.884       AIR CONDITIONING INSTALLER - DOMESTIC
827.887       ELECTRICAL APPLIANCE SERVICEMAN HELPER
829.281 022   ELECTRICAL REPAIRMAN
829.887       MATERIAL HANDLER
840.781 010   PAINTER
845.781       PAINTER- AUTOMOBILE
860.381 026   CARPENTER
860.781       CARPENTER- ROUGH
860.887       CARPENTER HELPER
861.887       BRICKLAYER HELPER
863.884       INSULATION WORKER
864.887       CEMENT MASON HELPER
866.887       ROOFER HELPER
899.281 018   MAINTENANCE MAN FACTORY OR MILL
899.381 010   MAINTENANCE MAN BUILDING
904.883 014   TRACTOR-TRAILER-TRUCK DRIVER
905.883 022   TRUCK DRIVER HEAVY
913.463 018   TAXI DRIVER
915.467 010   AUTOMOBILE-SERVICE-STATION ATTENDANT
919.383       MATERIAL HANDLING DELIVERYMAN
919.887 010   CLEANER
920.887 110   PACKAGER HAND
922.687 070   LABORER STORES
929.137       MATERIAL HANDLING YARDMAN
929.887 050   MATERIAL HANDLER
929.687 046   LABORER SALVAGE
972.382       PHOTOGRAPHER - LITHOGRAPHIC
973.381       LETTERPRESS COMPOSITOR
976.381       COMMERCIAL PHOTOGRAPHY DEVELOPER OR PROJECTION PRINTER
976.687       PHOTO CHECKER AND ASSEMBLER
976.782       COMMERCIAL PHOTOGRAPHY COLOR-PRINTER OPERATOR
977.781       BOOK BINDERY MACHINE OPERATOR
977.884       BOOKBINDER
979.381       SILK-SCREEN MAKER
979.782       BLOCKER WITH OFFSET LITHOGRAPHY
979.884       SCREEN PRINTER OR SCREEN PRINTING MACHINE OPERATOR

*** DO YOU WANT TO TRY ANOTHER SELECTION? NO

Ready
```

```
RUN EMR
                    EMR  CHARACTERISTICS

BELOW IS A LIST OF POSSIBLE LEARNING CHARACTERISTICS OF THE EDUCABLE
MENTALLY RETARDED PERSON.  PLEASE RATE EACH CHARACTERISTIC ACCORDING
TO THE FOLLOWING SCALE:
     STRONGLY DISAGREE. . . 1
     DISAGREE . . . . . 2
     UNDECIDED. . . . . 3
     AGREE. . . . . 4
     STRONGLY AGREE . . . . 5
ENTER THE NUMBER OF YOUR ANSWER, THEN PUSH RETURN.
***** TO HAVE THESE INSTRUCTIONS RE-PRINTED TYPE -HELP- *****

1. HAS LIMITED COMMUNICATION SKILLS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

2. HAS LIMITED MOTOR COORDINATION.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 2
*** YES THAT IS CORRECT ***

3. LACKS REASONING AND JUDGMENT.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

4. SEEKS IMMEDIATE SATISFACTION.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 2
NO THAT'S WRONG
MOST EMR'S SEEK IMMEDIATE SATISFACTION. THEIR INABILITY TO PERCEIVE &
IMAGINE SOMETHING IN THE FUTURE IS OFTEN LIMITED BECAUSE OF THEIR
SLOWNESS IN MATURATION OF INTELLECTUAL FUNCTIONS.

5. HAS HIGH FRUSTRATION TOLERANCE.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 4
NO THAT'S WRONG
LOW FRUSTRATION TOLERANCE IS ASCRIBED TO THE EMR. IT IS ALSO RELATED TO
REPEATED FAILURES IN LIFE, AT HOME, AND AT SCHOOL.

6. STRIVES FOR ATTENTION.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

7. HAS DIFFICULTY UNDERSTANDING ABSTRACT FUNCTIONS AND IDEAS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

8. CANNOT GENERALIZE FROM ONE SITUATION TO ANOTHER.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 3
NO THAT'S WRONG
EMR'S LACK REASONING, GENERALIZING AND IMAGINATIVE ABILITY DUE TO
SLOWNESS IN DEVELOPMENT OF SPECIFIC INTELLECTUAL FUNCTIONS.

9. FREQUENTLY HAS VOCATIONAL POTENTIAL NOT INDICATED BY INITIAL
 ABILITY.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

10. IS EASILY DISTINGUISHABLE FROM THE PHYSICALLY NORMAL.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 1
*** YES THAT IS CORRECT ***
```

11. IS OFTEN IN NEED OF SUPERVISION IN SITUATIONS OF SOCIAL AND
AND ECONOMIC STRESS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 4
*** YES THAT IS CORRECT ***

12. IS NOT EASILY DISTRACTED.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 2
*** YES THAT IS CORRECT ***

13. HAS A GENERAL SENSE OF FAILURE OR INSECURITY.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 4
*** YES THAT IS CORRECT ***

14. IS UNABLE TO DERIVE SUBSTITUTE SATISFACTION FOR FAILURE.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 2
NO THAT'S WRONG
BECAUSE AN EMR HAS HAD FAILURE IN LIFE AND LACKS IN REASONING AND
JUDGMENT, HE/SHE IS UNABLE TO DERIVE SUBSTITUTE SATISFACTION FOR FAILURE

15. USUALLY ACTS OUT HIS FRUSTRATIONS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 4
*** YES THAT IS CORRECT ***

16. HAS LIMITED ABILITY TO ACQUIRE ACADEMIC SKILLS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 4
*** YES THAT IS CORRECT ***

17. IS SELF-CENTERED.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
NO THAT'S WRONG
THIS STATEMENT IS NOT TRUE. BASED ON YOUR EXPERIENCE WITH EMR'S, YOU
SHOULD HAVE FOUND SOME EMR'S SELF-CENTERED WHILE OTHERS ARE NOT.

18. HAS TROUBLE ENTERING OR GETTING A JOB AND HAS PROBLEMS WITH
CO-WORKER RELATIONSHIPS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

19. NORMAL REACTION TIME.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 1
*** YES THAT IS CORRECT ***

20. TENDENCY TO TRANSFER NEGATIVE RATHER THAN POSITIVE LEARNINGS
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 2
NO THAT'S WRONG
BECAUSE OF THE LEARNING STYLE OF EMR'S, NEGATIVE LEARNINGS ARE OFTEN
TRANSFERRED.

21. FREQUENTLY FOUND IN LOW SOCIO-ECONOMIC GROUPS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 2
NO THAT'S WRONG
THERE ARE MORE EMR'S IN LOW SOCIO-ECONOMIC AREAS & AREAS OF SUBSTANDARD
HOUSING.

```
22. LIMITED IMAGINATION.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

23. BROAD RANGE OF INTERESTS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 1
*** YES THAT IS CORRECT ***

24. STRONGLY BOUND BY HABITS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 5
*** YES THAT IS CORRECT ***

25. IS ABLE TO WORK FOR FUTURE OR ABSTRACT REWARDS.
(1. SD) (2. D) (3. U) (4. A) (5. SA)? 1
*** YES THAT IS CORRECT ***
YOUR SCORE IS 18
THE PER-CENT CORRECT IS 72

READY
```

```
LIST
EMR     04:08 PM        27-JAN-76
5 DIM D$(4,2)
6 READ D$(I,J) FOR J=1 TO 2 FOR I=1 TO 4
10 DIM #1,A1$(3),A%(2),A$(25)=64,B$(25)=256
12 OPEN "EMR" AS FILE 1
14 DEF FNI$
16 &SPACE$(25)+"EMR  CHARACTERISTICS":&
18 &"BELOW IS A LIST/OF POSSIBLE LEARNING CHARACTERISTICS OF THE EDUCABL
E"
20 &"MENTALLY RETARDED PERSON.  PLEASE RATE EACH CHARACTERISTIC ACCORDIN
G"
22 &"TO THE FOLLOWING SCALE:"
24 &"     STRONGLY DISAGREE. . . 1"
26 &"     DISAGREE . . . . . 2"
28 &"     UNDECIDED. . . . . 3"
30 &"     AGREE. . . . . 4"
32 &"     STRONGLY AGREE . . . . 5"
34 &"ENTER THE NUMBER OF YOUR ANSWER, THEN PUSH RETURN."
36 &"***** TO HAVE THESE INSTRUCTIONS RE-PRINTED TYPE -HELP- *****"
38 FNI$="":FNEND
40 &FNI$
100 FOR I=1 TO 25:&
110 &A$(I)
112 IF I=9 THEN &" ABILITY."
114 IF I=11 THEN &" AND ECONOMIC STPESS."
116 IF I=18 THEN &" CO-WORKER RELATIONSHIPS."
130 INPUT"(1. SD) (2. D) (3. U) (4. A) (5. SA)";C$
140 IF INSTR(1,C$,"HELP")=0 THEN 160
150 &FNI$: GOTO 110
160 IF I=20RI=50RI=80RI=100RI=120RI=170RI=190RI=230RI=25 THENL=2ELSEL=1
190 FOR K=1 TO 4
200 IF INSTR(1,C$,D$(K,L))<>0 THEN 250
210 NEXT K
220 &"NO THAT'S WRONG"
230 &B$(I)
240 GOTO 300
250 L1=3-L: FOR K=1 TO 4
252 IF INSTR(1,C$,D$(K,L1))<>0 THEN 256
253 NEXT K: GOTO 260
256 &"--- IT'S NOT FAIR TO SELECT MORE THAN ONE ANSWER ---"
257 L9=L9+1
258 IF L9=2 THEN &"--- YOU DID THAT TWICE, NOW IT'S GONNA COST YOU"
259 IF L9<2 THEN GOTO 110 ELSE GOTO 220
260 &"*** YES THAT IS CORRECT ***"
265 IF RND<=.5 AND S/I>.78 THEN &"THIS IS UNCANNY HOW YOU SEEM TO SELECT
 THE CORRECT RESPONSE"
270 S=S+1
300 L9=0:NEXT I
350 &"YOUR SCORE IS";S
360 &"THE PER-CENT CORRECT IS";(S/25)*100
370 DATA "SA","SD","A","D","5","1","4","2"
400 CLOSE 1: END

READY
```


CE 010 4/5